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ABSTRACT

This workbook is intended for use in a Simulated Admissions Exercise (SAE). Done in group settings, the SAE establishes mock admissions committees which work through simulated student applications to choose a certain number to be "admitted" to a hypothetical class of students. The applicants are seeking positions in a health services administration program at the master's level, requiring one and one-half years of academic course work followed by an internship, or residency, for the balance of the second year. The program is in a school of public health at a private institution which has no specific resident restrictions. It is a school that attracts students with a wide diversity in economic background and which has always made a conscientious attempt to consider applicants of varied background. This booklet contains a set of materials modified from forms used at several institutions. The forms do not represent those currently used at any specific institution. Data on students are patterned after real cases entering programs during the fall of 1975, but information is masked to protect the identity of students and others. (Author)

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SIMULATED ADMISSIONS EXERCISE
IN
HEALTH SERVICES ADMINISTRATION

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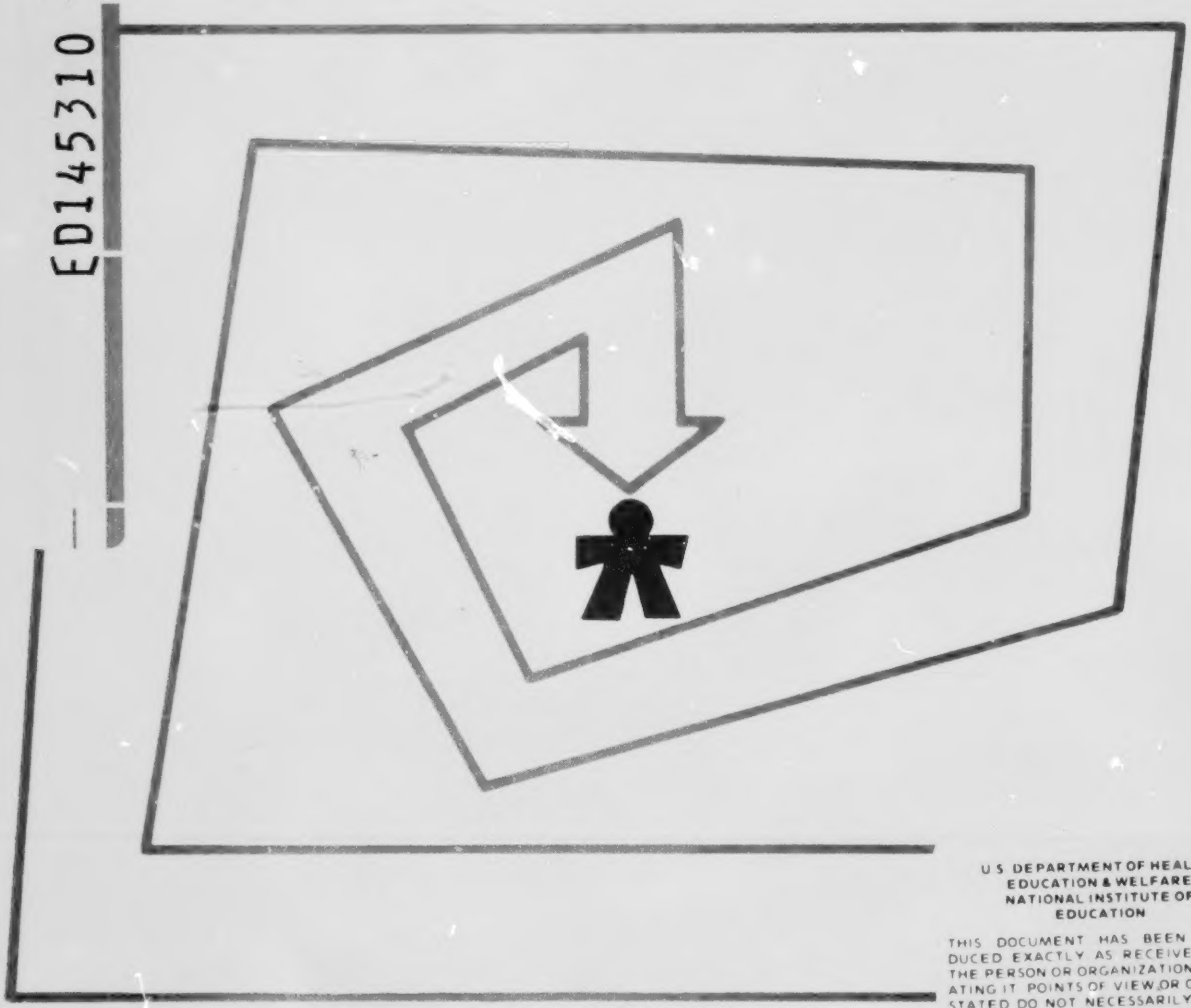

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CG011790

SIMULATED ADMISSIONS EXERCISE

IN

HEALTH SERVICES ADMINISTRATION

By

Louis A. Quatrano, Ph.D.
Director
Office of Student Affairs

With the help of:

Ayres D'Costa, Lydia Clary, Sydelle Glass,
Mike Enright, & Jim Angel

May 1977

Association of University Programs
in Health Administration
Office of Student Affairs
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Washington, D.C. 20036

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ACKNOWLEDGEMENT

The authors gratefully recognize the original Simulated Minority Admissions Exercises, by D'Costa, et. al., of the Association of American Medical Colleges, which served as the inspiration and model for the development of our own Simulated Admission Exercise for health services administration programs. Our applicants are both minority and non-minority, and our intent is to focus on admissions variables and situations relevant to health services administration programs.

All of this work, however, could not have been accomplished without the cooperation of students and the programs which generously assisted us in the development of this exercise.

INTRODUCTION TO THIS WORKBOOK

This workbook is intended for use in a Simulated Admissions Exercise (SAE). Done in group settings, the SAE establishes mock admissions committees which work through simulated student applications to choose a certain number to be "admitted" to a hypothetical class of students. The applicants are seeking positions in a health services administration program at the master's level, requiring one and one-half years of academic course work followed by an internship, or residency, for the balance of the second year. The program is in a school of public health at a private institution which has no specific resident restrictions. It is a school that attracts students with a wide diversity in economic background and which has always made a conscientious attempt to consider applicants of varied background.

This booklet contains a set of materials modified from forms used at several institutions. The forms do not represent those currently used at any institution. Data on students are patterned after real cases entering programs during the fall of 1975, but information is masked to protect the identity of students and others. The cases presented here are partial composites. Any similarity to actual students is unintentional.

You are invited to comment on the enclosed sheets.

AUPHA

SIMULATED ADMISSIONS EXERCISE

OVERVIEW

Purpose:	The purpose of this simulation is to dramatize the use of various factors in the selection of candidates in order to sensitize faculty to problems attendant with current selection techniques. Through discussion that accompanies the exercise, views are shared on emphases placed on different data elements and to appropriate cautions to observe during the selection process.
Organization:	Committees are organized of six members each. One person is assigned the chair by the group, and directs the activities of the committee. Each member is given two cases for review, except that the chairperson must become acquainted with all ten cases.
Cases:	The ten cases are patterned after real applicants' data. Each file consists of a completed application form, containing the candidate's biographical information and academic record. Letters of evaluation and reports from interviews complete each candidate's file.
Your Task:	Each committee member has two cases for which, assumedly, he/she has decided to become an advocate. Cases are studied thoroughly and data is noted which is relevant to selection decisions. Cases are presented as the chairperson directs. The committee members must then select only six of the ten cases which will be recommended for admission. Decisions to accept or reject will emerge from the discussions among the committee members based on the relative merits of the cases.
Procedure:	The simulation is planned for one 45-minute and two 60-minute sections. After a short introduction, the focus of the first 45-minute section will be on reviewing the files of the prospective applicants. During the second section, each committee will decide upon its applicants and nominate a person to present its results. In the final section, each chairperson will report committee decisions, and this will be followed by discussion of the cases and the pertinent selection variables.

Section I. Participants' preparation for committee meeting.

a. Simulated admissions exercise leaders introduce simulation objectives and strategy.

b. Each committee selects a chairperson and discusses the process by which its admissions decisions will be made.

c. Each committee member reviews two applicant files. The chairperson is responsible for reviewing all 10 cases. Committee members make notes for each case reviewed, using the appropriate forms. These serve as guides for discussion within the committee, and for later large group discussion.

Section II. Committee meeting

a. Under the direction of the chairperson, the committee now holds a formal session. The group hears reports on each student from the advocate and works toward selecting six of the 10 cases for admittance.

b. The entire committee participates in discussions on each case, and collectively develops its recommendations for the six candidates to be accepted. Follow-up recommendations should be made for each rejected applicant.

c. Each chairperson collects the reviewer's Recommendations Forms and completes the committee's Recommendation Form on the basis of decisions made.

Section III. General Meeting

a. Staff collects Recommendation Form from each committee chairperson and displays admissions decisions. Discussions then focus on the admissions criteria and the use of selection variables which guided committee decisions. Data used in supporting decisions is considered in terms of relative emphasis, adequacy, and appropriateness.

b. Evaluation of simulation and discussion.

INSTRUCTIONS FOR REVIEWERS

Each applicant's file contains a completed application, transcript, letters of evaluation, and reports from an interview. When reviewing material you should select information of interest since time is somewhat limited. As you review applicant's strengths and weaknesses, assign a scale value to each element on the Reviewer's Recommendation Form.

The candidate's responses to interview questions are latent (invisible to you). Asterisks designate the beginning of the first line and ending of the last line. To expose responses, LIGHTLY mark the area between the asterisks with the felt pen. Within seconds the response will appear.

Example: Which interview items should I ask?

** **

NOTE: The cases presented here are partial composites. Any similarity to actual students is unintentional.

FORMS

SIMULATED ADMISSIONS EXERCISE

Reviewer's Recommendation Form
(Complete one for each applicant)

Reviewer's Name ____________________ Committee No. ________

Date of Exercise ______________

Applicant's Name ____________________

DIRECTIONS: Using the rating scheme described below, record a scale value (6-0) for each listed item for this particular applicant.

Strenghts			Neutral Or Not Relevant	Weaknesses		
Strong	Moderate	Slight		Low	Moderate	Critical
6	5	4	3	2	1	0

EXAMPLE: Item 1: SSN - would most likely be given a value of 3 because it is not considered relevant to the selection decision.

	Item	Scale Value		Item	Scale Value
2.	Name	____	16.	Degree candidate	____
3.	Mailing address	____	17.	Military	____
4.	Permanent address	____	18.	Educational pattern	____
5.	Citizenship	____	19.	Activities	____
6.	Sex	____	20.	Employed during college	____
7.	Age	____	21.	Employed since college	____
8.	Birth date	____	22.	Personal statement	____
9.	Birth place	____	23.	Transcript	____
10.	Marital status	____	24.	GPA's & Credit hours	____
11.	No. Children	____	25.	Test scores 1. Verbal	____
12.	Ethnic Background	____		2. Math	____
13.	Minority Gp. Applicant	____	26.	Evaluation 1. Letter A	____
14.	Secondary school	____		2. Letter B	____
15.	(A) Undergraduate college	____		3. Letter C	____
	(B) Graduate School	____			

27. Interview Schedule

1. Family size? ____
2. Closeness of family? ____
3. Emotional support? ____
4. Source of financial support? ____
5. Ties and responsibilities towards family? ____
6. Whom do you seek for advice in family? ____
7. Learning experiences which assisted you? ____
8. Experiences which hindered educational development? ____
9. Function as a student? ____
10. Grades-reflection of true ability? ____
11. Difficult academic areas? ____
12. Test scores-reflection of true academic potential? ____
13. Academic areas easily mastered? ____
14. Course areas need assistance? ____
15. Participation in extracurricular activities? ____
16. Outstanding projects or papers written? ____
17. Health or hospital administration experiences? ____
18. Involvement in community organizations? ____
19. Community service preference? ____
20. Interest in health or hospital administration? ____
21. Clientele preference? ____
22. Leadership experiences? ____
23. Reasons few minorities in health or hospital administration? ____
24. Reaction to situations where we felt we were not treated as we thought we should have been? ____
25. Ability to study or work under pressure? ____
26. Alternative careers in health? ____

Summary comments on significant evidence for admission. Note any significant weaknesses.	Why significant?
1. ____	____
2. ____	____
3. ____	____
4. ____	____
5. ____	____
6. ____	____
7. ____	____
8. ____	____
9. ____	____

AFTER THE COMMITTEE DISCUSSIONS RETURN THE COMPLETED FORM TO YOUR CHAIRPERSON.

SIMULATED ADMISSIONS EXERCISE

Reviewer's Recommendation Form
(Complete one for each applicant)

Reviewer's Name ____________________ Committee No. ________

Date of Exercise ______________

Applicant's Name ____________________

DIRECTIONS: Using the rating scheme described below, record a scale value (6-0) for each listed item for this particular applicant.

Strenghts			Neutral Or Not Relevant	Weaknesses		
Strong	Moderate	Slight		Low	Moderate	Critical
6	5	4	3	2	1	0

EXAMPLE: Item 1: SSN - would most likely be given a value of 3 because it is not considered relevant to the selection decision.

	Item	Scale Value
2.	Name	_____
3.	Mailing address	_____
4.	Permanent address	_____
5.	Citizenship	_____
6.	Sex	_____
7.	Age	_____
8.	Birth date	_____
9.	Birth place	_____
10.	Marital status	_____
11.	No. Children	_____
12.	Ethnic Background	_____
13.	Minority Gp. Applicant	_____
14.	Secondary school	_____
15.	(A) Undergraduate college	_____
	(B) Graduate School	_____

	Item	Scale Value
16.	Degree candidate	_____
17.	Military	_____
18.	Educational pattern	_____
19.	Activities	_____
20.	Employed during college	_____
21.	Employed since college	_____
22.	Personal statement	_____
23.	Transcript	_____
24.	GPA's & Credit hours	_____
25.	Test scores 1. Verbal	_____
	2. Math	_____
26.	Evaluation 1. Letter A	_____
	2. Letter B	_____
	3. Letter C	_____

27. Interview Schedule

1. Family size? ______
2. Closeness of family? ______
3. Emotional support? ______
4. Source of financial support? ______
5. Ties and responsibilities towards family? ______
6. Whom do you seek for advice in family? ______
7. Learning experiences which assisted you? ______
8. Experiences which hindered educational development? ______
9. Function as a student? ______
10. Grades-reflection of true ability? ______
11. Difficult academic areas? ______
12. Test scores-reflection of true academic potential? ______
13. Academic areas easily mastered? ______
14. Course areas need assistance? ______
15. Participation in extracurricular activities? ______
16. Outstanding projects or papers written? ______
17. Health or hospital administration experiences? ______
18. Involvement in community organizations? ______
19. Community service preference? ______
20. Interest in health or hospital administration? ______
21. Clientele preference? ______
22. Leadership experiences? ______
23. Reasons few minorities in health or hospital administration? ______
24. Reaction to situations where we felt we were not treated as we thought we should have been? ______
25. Ability to study or work under pressure? ______
26. Alternative careers in health? ______

	Summary comments on significant evidence for admission. Note any significant weaknesses.	Why significant?
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		

AFTER THE COMMITTEE DISCUSSIONS RETURN THE COMPLETED FORM TO YOUR CHAIRPERSON.

SIMULATED ADMISSIONS EXERCISE

COMMITTEE'S RECOMMENDATION FORM

DATE ____________________ **COMMITTEE NO.** __________

NAMES OF COMMITTEE MEMBERS	MEMBER'S INSTITUTION
1. ____________________ (Chairman)	____________________
2. ____________________	____________________
3. ____________________	____________________
4. ____________________	____________________
5. ____________________	____________________
6. ____________________	____________________

OUR COMMITTEE DECISIONS

STATUS			**COMMENTS**
Accept	Reject		
______	______	1. P. Carlos	____________________
______	______	2. D. Kowalski	____________________
______	______	3. S. Michaels	____________________
______	______	4. C. Morgenstern	____________________
______	______	5. A. Phillips	____________________
______	______	6. R. Quinlan	____________________
______	______	7. S. Richards	____________________
______	______	8. V. Thomas	____________________
______	______	9. A. Wells	____________________
______	______	10. A. Williams	____________________

APPLICATIONS

Carlos, Peter

Kowalski, Daniel

INSTRUCTIONS FOR REVIEWERS

Each applicant's file contains a completed application, transcript, letters of evaluation, and reports from an interview. When reviewing material you should select information of interest since time is somewhat limited. As you review applicant's strengths and weaknesses, assign a scale value to each element on the Reviewer's Recommendation Form.

NOTE: The cases presented here are partial composites. Any similarity to actual students is unintentional.

APPLICATION

1. SSN 454-69-7840
2. NAME Carlos, Peter (Last First Middle Suffix)

3. Preferred Mailing Address Hamilton Hall, Campus Lane, Quinnipiac College, Hamden (Street City)
Connecticut 06514 (State Zip Code) Telephone 203 223-9852 (Area Code Number)

4. Permanent Address 356 Walker Street Vallejo (Street City)
California 94590 (State Zip Code) Telephone 415 998-5010 (Area Code Number)

5. Citizenship U.S. (Country)
6. Male ☒ Female ☐
7. Age 21

8. Birth Date 6/5/54 (Mo. Day Year)
9. Birth Place Vallejo California (City County State)

10. Marital Status: Single ☒ Married ☐ Widowed ☐ Divorced ☐ Separated ☐

11. Number of Children -0-

12. How do you describe yourself: (optional)

☐ Black/Afro-American
☐ American Indian
☐ White/Caucasian
☒ Mexican/American or Chicano
☐ Oriental/Asian-American
☐ Puerto Rican (Mainland)
☐ Puerto Rican (Commonwealth)
☐ Cuban
☐ Other

13. Do you wish to be considered as a minority group applicant? Yes ☒ No ☐

14. Secondary School Vallejo H.S., Vallejo, California (Name City State) 1972 (Year of Graduation)

15. (A) All Undergraduate Colleges Attended. (List in chronological order)

Institution	Campus/State	Dates	Degree	Major
Quinnipiac College	Hamden, Conn.	1972-76	B.A.	Health Care Admin.

(B) Graduate or Professional School Attended.

Institution	Campus/State	Dates	Degree	Major

16. If in graduate school, have you been accepted as a degree candidate? Yes ( ) No (X)

17. Have you had any military experience? Yes ( ) No (X) If "yes," complete the following:

Branch of Service ______

18. Has your education to date been continuous other than for vacation? Yes (X) No ( )
If "no," or if not now in college, indicate what you have done while out of school or since graduation.

______

19. In what extracurricular, community and/or avocational activities have you participated while in college or subsequently? (Include offices held)

______

20. Have you been employed during college? Yes (X) No ( ) If "yes," specify type of work, hours, year.

Vallejo Methodist Medical Center, Vallejo, California - Administrative Extern

21. Have you been employed since college or graduate school? Yes ( ) No (X)

If "yes," specify type of work. A. Currently: ______

B. Previously: ______

22. Personal Statement: (optional) Carlos, Peter

Health administration is probably the best area of study I could have chosen. I have had the experiences and relationships which warrant me a great chance in this field. However, the experiences are not the only reasons for my decision to enter the field of health care administration. Another important factor is that I'm highly interested in assisting the people with better health care treatment, which seems to be an outstanding problem of today. You find that some people are only interested in the business aspect of health care, but my main interest is the social welfare of the people. And with this interest and dedication towards the health care system, I am determined to fulfill my educational pursuits and serve the community as best I can.

23. TRANSCRIPT

SSN 454-69-7840 Name Carlos Peter
Last First Middle

College	Location	Academic Status	Year	Term	Course Name	Number	Actual Grade A B	Hours
Quinnipiac College	Hamden		72	1st	Fr Eng	101	A	3
	Conn.				Eco Prin	211	B	3
					Human Anat & Physio	202	C	5
					Intro to Soc Psyc	351	B	3
					Intro to Health Care	201	A	4.5
		72-	73	2nd	Unit Mgt	201	I	-
					Health Care Admin	202	I	-
					Fr Eng	102	A	3
					Bus Org & Mgt	331	A	3
					Human Anat & Physio	203	B	5
			73	3rd	Health Care Admin	202	B	4.5
					Fr Eng	103	A	3
					Intro to College Math	111	A	4
					Bus Org & Mgt	332	B	3
					Am Hist	201	A	3
					Unit Mgt	212	B	4.5
			73	1st	Intro to College Math	112	A	4
					Health Eco	301	A	3
					Approaches to Planning	211	A	3
					Data Processing	301	B	3
					Bus & Prof Speech	221	B	3
		73-	74	2nd	Soc Health	261	A	3
					Intro to Soc	211	A	3
					Elem Acctg	211	B	4
					Am Gov't	222	A	3
			74	3rd	Comp Prog COBOL	302	A	3
					Elem Acctg	212	A	4
					Tech Rpt Writing	324	A	3
					Elem Stat	311	B	3
					Anthro	221	A	3
			74	1st	World Lit	211	B	3
					Am Hist	202	A	3
					Courtship & Marriage	340	A	3
					Ind Read	390	A	3
					Critical Health Issue	410	A	3
					Enviro Health	440	B	3
			75	2nd	World Lit	212	A	3
					Intro to Philos	323	A	2
					Legislative Proc	312	A	3
					Pop Prob	420	A	3
					Urban Soc	460	A	3
					Ind Research	490	A	3

College	Location	Academic Status	Year	Term	Course Name	Number	Actual Grade A B C	Hours

24. GPA's and CREDIT HOURS

Academic Status	Hours	GPA
Freshman	51.5	3.36
Sophomore	45	3.71
Junior	35	3.83
Senior		
PBUG		
CUM U. Grad	131.5	3.60
Graduate		

SUPPLEMENTARY TOTALS

Sum For
Grand (CUM. UG Hours 131.5
Total (Grad Hours ______
Hours (Grand Total Hours 131.5

25. GRE Scores

Test Date		Verbal		Quantitative		Total	
Mo.	Yr.	Score	%	Score	%	Score	%
1	75	400	23	410	24		

How many times have you taken the 1 test?

If you plan to take or retake the ______ enter date

FROM: George Meredith 26. Letter A

TO:

CONCERNING: Peter Carlos

This checklist provides an efficient means by which the University admissions office can interpret your evaluation of the candidate. Please check each quality according to your own standards, as observed in each candidate. Check "No Observation" only if you believe you do not know the person well enough in that aspect of personal qualities to offer an appraisal.

Please complete the "Special Remarks" section for each candidate, providing brief, personal evaluations that supplement the checklist and which provide pertinent insights into the candidate's fitness for study and practice in this program.

	1 Excellent	2 Good	3 Average	4 Poor	No Observation
PERSONALITY: Administrative ability, poise, expression ability, manner and appearance		X			
INITIATIVE: Imagination, resourcefulness	X				
WORK HABITS: Energy, application, reliability	X				
CHARACTER: Honesty, ethics	X				
EMOTIONAL STABILITY		X			
APTITUDE: Demonstrated at work or in class	X				
MOTIVATION: Degree of professional seriousness and unselfishness	X				

SPECIAL REMARKS:

Mr. Carlos is without question a serious, purposeful individual who should make significant contributions to the health field through his interest in health administration. He has worked hard to obtain a good academic record, and has not been stymied by a fairly tough program. The one disadvantage might be in the fact that his emphasis on learning did not allow him time to take part in extra curricular and leisure activities that might well have benefited him socially. However, I cannot see that this has created any problems in his ability to get along with and to work with his peers or faculty.

I sense in Mr. Carlos a real ambition to be an administrator. In the opportunities that have presented themselves in relation to projects in classes or planning and management, he has shown real interest and dedication in conducting thorough studies, going beyond course requirements in almost every case.

As a Chicano, he has a sense of his "aloneness", and is most concerned that he make a positive contribution to the health care system. We recommend him without reservation.

Recommended highly X Recommended ___ With Reservations ___ Not Recommended ___

DATE 3/75

/S/ George Meredith, Chairman
School of Business Administration

FROM: Mike Murphy 26. Letter B

TO:

CONCERNING: Peter Carlos

This checklist provides an efficient means by which the University admissions office can interpret your evaluation of the candidate. Please check each quality according to your own standards, as observed in each candidate. Check "No Observation" only if you believe you do not know the person well enough in that aspect of personal qualities to offer an appraisal.

Please complete the "Special Remarks" section for each candidate, providing brief, personal evaluations that supplement the checklist and which provide pertinent insights into the candidate's fitness for study and practice in this program.

	1 Excellent	2 Good	3 Average	4 Poor	No Observation
PERSONALITY: Administrative ability, poise, expression ability, manner and appearance		X			
INITIATIVE: Imagination, resourcefulness	X				
WORK HABITS: Energy, application, reliability		X			
CHARACTER: Honesty, ethics		X			
EMOTIONAL STABILITY		X			
APTITUDE: Demonstrated at work or in class		X			
MOTIVATION: Degree of professional seriousness and unselfishness		X			

SPECIAL REMARKS: Mr. Peter Carlos spent part of an administrative externship, summers, with Vallejo Methodist Medical Center in the recent past. During this time he demonstrated a sincere desire to learn and the drive to succeed in the field of Health Care Administration.

Maturity and his relentless pursuit of his objectives are his strongest personal attributes. As a self-starter, Mr. Carlos developed the ability to learn and to secure whatever information was necessary in order to achieve the goals which he set.

Regarding his leadership ability, emotional stability, character, personality, motivation and maturity, I can only say that we found him perfectly acceptable in all of these categories. Mr. Carlos is the type of person we would consider for employment were he to acquire the necessary credentials and experience. No personality weaknesses were demonstrated nor were poor working habits manifest during his presence at Vallejo Methodist Medical Center. I cannot cast any dispersions on any of the contacts or relationships which he had while under our supervision.

If it is possible to provide any additional information or clarification, please feel free to contact us at your discretion. We are more than happy to assist in providing anything which would benefit Mr. Carlos in obtaining his goal of a Master of Science degree in Health Care Administration.

Recommended highly X Recommended _____ With Reservations _____ Not Recommended _____

DATE 2/75

/S/ Mike Murphy, Senior Vice President
Vallejo Methodist Medical Center

Carlos, Peter

INTERVIEW

1. Family size?

** My family consists of three brothers and three sisters and I'm the youngest.**

2. Closeness of your family?

** It's hard to answer this question, but we are pretty close. **

3. Who provides emotional support?

** My father, mother, a brother and a sister, and myself sometimes. **

4. Source of financial support?

** It's partly on the basis of "do you need any money," and I get it if I really require some money. It would be funded partly by the institution and partly by my parents and my brothers. Since I'm the youngest they can afford some. **

5. Ties and responsibilities towards family?

** I don't understand the question. (question repeated) After graduation I'd like to pay back the favors I've been given. As far as responsibilities, I know I'm going to have to get involved in whatever, because I like to do civic work. **

6. Whom do you seek for advice in family?

** My older brother. He is going to get his master's so I usually look up to him or ask him for advice. **

7. Learning experiences which assisted you?

** I think as far as an outlook on social-- and the issues that are now everyday common world, as far as appreciate and just existing, you know, universal things. **

8. Experiences which hindered educational development?

** I know there's some, but not critical enough to cover. **

9. Function as a student?

** I enjoy learning and try to learn as much as I can during the time that I study. Of course, personally I haven't had any problems when I know I have to learn something. **

10. Grades-reflection of true ability?

** I think there's just an indication of how much are partipator or I think some do, some don't. Hard to answer a question like that but just on the overall thing, I really do. **

11. Difficult academic areas?

** I would say my health care courses. It's not a thing like history or math or English or things that are stagnant. There's no formula to go by, you just have to learn everything, every little thing that goes on. **

12. Test scores-reflection of true academic potential?

** No **

13. Academic areas easily mastered?

** I think I had a good background in math and English during my high school years, so I didn't have any problem with them in college. **

14. Course areas need assistance?

** I was looking at the catalog and I looked through it and saw the courses that were offered here. I might have a little trouble, that's why I came to talk today, to find out. I thought I might have trouble with the courses that might be required. I've heard you have to read 5 or 6 books you know, in a week. And after I try it I'll know if it's hard. But I really have the confidence now. **

15. Participation in extracurricular activities?

** I would say I lack some of that. I joined some--a club, the Houng Catholics Club at the institution but I really wasn't too involved. **

16. Outstanding projects or papers written?

** None. You know, assignments and whatever, but nothing published. **

17. Health or hospital administration experiences?

** I've taken one externship which is a ten-week period where you go into a hospital and rotate to the different departments and observe or even participate as much as you're allowed to by the supervisor or manager. Then I've had two internships. The first part of my internship was in a hospital setting and the second part will be in a clinic setting. **

18. Involvement in community organizations?

** This is a clinic funded by ACW so as far as community involement I'll be learning what it's about at that time. I haven't joined any community organizations. **

19. Community service preference?

** Well, I hope to get involved in services as they are related to health so far as getting people involved and participating in the clinic that they are receiving services from. **

20. Interest in health or hospital administration?

** I gained interest over the years with participation and a little experience that I have and then with the courses that I've been taught, and then talking to people, I mean different administrators. I have been advised to go in for my master's. **

21. Clientele preference?

** I'd like to work in a hospital or a clinic. I'd like to work for a government hospital if possible and then, well, you always have to start as an assistant or even assistant to the assistant, but that's the way it goes. **

22. Leadership experiences?

** No leadership--you know, maybe involvement but not leadership. **

23. Reasons few minorities in health or hospital administration?

** I think because there's no recruitment and they lack the money and lack interest, and some don't know there is such a thing as health administration. These reasons are real important. **

24. Reaction to situations where we felt we were not treated as ww thought we should have been?

** Depending on the situation, I think overall I would be passive. I would try to understand or I would try to avoid the person if I could, and if that is not possible, I would try to be courteous and use tact and of course if that doesn't work, then I just should back. **

25. Ability to study or work under pressure?

** I've never done this but I would imagine that I do as much as I can. I try my best and then if that's not enough, then that's all you can do. **

26. Alternative careers in health?

** In health, no. I probably wouldn't fit too well in other careers. I might go for medical technology or something, but I majored in health administration so I might as well go through it. **

APPLICATION

1. SSN 077-44-8090

2. NAME Kowalski, Daniel (Last First Middle Suffix)

3. Preferred Mailing Address 301 Haley Road (Street) Troy (City)
New York (State) 12180 (Zip Code) Telephone 518-238-0031 (Area Code Number)

4. Permanent Address Same (Street) (City)
(State) (Zip Code) Telephone (Area Code Number)

5. Citizenship U.S. (Country)

6. Male (X) Female ( )

7. Age 22

8. Birth Date 1/23/53 (Mo. Day Year)

9. Birth Place Troy, Rensselear, New York (City County State)

10. Marital Status: Single (X) Married ( ) Widowed ( ) Divorced ( ) Separated ( )

11. Number of Children -0-

12. How do you describe yourself: (optional)

( ) Black/Afro-American
( ) American Indian
(X) White/Caucasian
( ) Mexican/American or Chicano
( ) Oriental/Asian-American
( ) Puerto Rican (Mainland)
( ) Puerto Rican (Commonwealth)
( ) Cuban
( ) Other

13. Do you wish to be considered as a minority group applicant? Yes ( ) No (X)

14. Secondary School Catholic Central H.S., Troy, New York (Name City State) 1971 (Year of Graduation)

15. (A) All Undergraduate Colleges Attended. (List in chronological order)

Institution	Campus/State	Dates	Degree	Major
LeMoyne College	Syracuse, New York	1971-75	B.A.	Political Science

(B) Graduate or Professional School Attended.

Institution	Campus/State	Dates	Degree	Major

16. If in graduate school, have you been accepted as a degree candidate? Yes ( ) No ( )

17. Have you had any military experience? Yes ( ) No (X) If "yes," complete the following:

Branch of Service

18. Has your education to date been continuous other than for vacation? Yes (X) No ( )
If "no," or if not now in college, indicate what you have done while out of school or since graduation.

19. In what extracurricular, community and/or avocational activities have you participated while in college or subsequently? (Include offices held)

Volunteer work for local Public Interest Research Group (PIRG) and for a mayoralty campaign. Sports, including football, basketball and rugby.

20. Have you been employed during college? Yes (X) No ( ) If "yes," specify type of work, hours, year.

Worked part-time during high school and college for a hospital, country club, the post office, etc.

21. Have you been employed since college or graduate school? Yes ( ) No (X)

If "yes," specify type of work.
A. Currently:
B. Previously:

22. Personal Statement: (optional) Kowalski, Daniel

My previous education related to your graduate program in Health Services Administration has been primarily through a graduate level course in Hospital Administration that I took.

This class met weekly at a hospital in the area. The content of the course included extensive study of the governing board, the interrelationships within the triad, the quest for a balance between the efficiency and quality of patient care, hospital accounting methods, and several other topics of study.

I have many reasons for wanting to pursue a career in health care administration. I have discovered that our nation's health care system, particularly in recent years, has grown tremendously in magnitude and consequence. I also have come to believe firmly that it can only continue to increase in size and complexity in future years. I would like to become a part of it.

I anticipate a tremendous amount of self-gratification in employment in the health care field. I believe that in the role of a health administrator I could best contribute my talents for the betterment of others. Furthermore, I feel that my background in Political Science is very good preparation for a position as an administrator in today's complex medical field. I believe that a professional health administrator is as vital to the quality of modern medical care as any medical doctor may be, and I am anxious to place myself in that role.

I feel that the degree in health services administration offered by your health administration program, while preparing me in general for the health care field, would at the same time allow me to later concentrate in any one of many areas, such as mental health, extended health care, community health programs, and clinic organization. The program you offer is a welcome relief in this age of the too often over specialized graduate. But above all, I view your entire program as an excellent beginning to a career which would give me the proper prospective of things.

23. TRANSCRIPT

SSN 077-44-8090 Name Kowalski Daniel

Last First Middle

College	Location	Academic Status	Year	Term	Course Name	Number	Actual Grade A B C	Hours
LeMoyne College	Syracuse		71	F	Lit Dimensions	01	B	3
	New York				History Dimensions	01	B	3
					Theo Dimensions	01	B	3
					Finite Math	01	C	3
					Intermediate French	03	P	-
			72	S	History Dimensions	02	C	3
					Intermediate French	04	C	3
					Gen Soc	01	C	3
					Lit Dimensions	02	A	3
					Finite Math	02	B	3
				F	Prin of Art	03	B	3
					Lit Criticism	18	W	-
					Metaphysics	02	W	-
					English Lit	03	C	3
					Intro Am Gov't	01	B	3
			73	S	Indiv & State	50	B	3
					Poli Theory	02	C	3
					Metaphysics	02	D	3
					Bible & Mod Man	30	A	3
					The Family	03	C	3
					Int Relations	07	C	3
				F	Public Op & Propaganda	21	B	3
					Phil of Knowledge	01	C	3
					Pol Sci Methodology	03	C	3
					The Drama	60	C	3
					Prin of Psych	02	P	-
			74	S	Gov't/Pol Mideast	30	B	3
					Int Law/Org	15	B	3
					Metro Gov't	25	B	3
					Survey of Eng Lit	04	C	3
					Advanced Comp	7A	B	3
					Shakespeare	11	B	3
				Su	The Am Pres	04	B	3
				F	Comp Gov't	14	B	3
					Civil Liberties	18	B	3
					Stat	05	B	3
					Princ of Eco	01	B	3
					Elem Acctg	01	Z	-
					Hosp Admin	60	A	3
			75	S	Deviant Behavior	27	A	3
					Leg Proc	28	B	3
					Princ of Eco	02	C	3
					Un/Commercial Code	02	D	3
					Personal Finance	15	C	3

College	Location	Academic Status	Year	Term	Course Name	Number	Actual Grade			Hours
							A	B	C	

24. GPA's and CREDIT HOURS

Academic Status	Hours	GPA
Freshman	27	2.67
Sophomore	27	2.44
Junior	30	2.6
Senior	33	2.82
PBUG		
CUM U. Grad	117	2.64
Graduate		

SUPPLEMENTARY TOTALS

Sum For
Grand (CUM. UG Hours 117
Total (Grad Hours ____
Hours (Grand Total Hours 117

25. GRE Scores

Test Date		Verbal		Quantitative		Total	
Mo.	Yr.	Score	%	Score	%	Score	%
12	74	540	62	440	31		

How many times have you taken the ____ test?

If you plan to take or retake the ____ enter date MO Y

FROM: Larry Garfield

26. Letter A

TO:

CONCERNING: Daniel Kowalski

This checklist provides an efficient means by which the University admissions office can interpret your evaluation of the candidate. Please check each quality according to your own standards, as observed in each candidate. Check "No Observation" only if you believe you do not know the person well enough in that aspect of personal qualities to offer an appraisal.

Please complete the "Special Remarks" section for each candidate, providing brief, personal evaluations that supplement the checklist and which provide pertinent insights into the candidate's fitness for study and practice in this program.

	1 Excellent	2 Good	3 Average	4 Poor	No Observation
PERSONALITY: Administrative ability, poise, expression ability, manner and appearance	X				
INITIATIVE: Imagination, resourcefulness					X
WORK HABITS: Energy, application, reliability					X
CHARACTER: Honesty, ethics					X
EMOTIONAL STABILITY	X				
APTITUDE: Demonstrated at work or in class	X				
MOTIVATION: Degree of professional seriousness and unselfishness	X				

SPECIAL REMARKS:

Having known Daniel Kowalski as a student within the Hospital Administration Course I teach, it is my opinion as the instructor and as a practicing administrator that he is well qualified to pursue graduate work towards a career in the health care field.

The course, from which I became familiar with Dan's abilities, is one primarily designed for graduate students of Biomedical and Management Engineering. His class participation, paper and project results, which placed him third in a class of twenty-one, attest to his fine potential as a graduate student and teaching fellow or assistant.

Dan appears to be mature, well directed, and in the pursuit of a career to which he is well suited. I do not hesitate to recommend him as a person who would make a fine contribution to your graduate program as a student and future alumnus.

Recommended highly X Recommended ____ With Reservations ____ Not Recommended ____

DATE 10/12/74

/S/ Larry Garfield, Assistant Administrator
Samaritan Hospital & Adjunct Professor
of Hospital Administration

FROM: A. Helene Scott, Ph.D. 26. Letter B

TO:

CONCERNING: Daniel Kowalski

This checklist provides an efficient means by which the University admissions office can interpret your evaluation of the candidate. Please check each quality according to your own standards, as observed in each candidate. Check "No Observation" only if you believe you do not know the person well enough in that aspect of personal qualities to offer an appraisal.

Please complete the "Special Remarks" section for each candidate, providing brief, personal evaluations that supplement the checklist and which provide pertinent insights into the candidate's fitness for study and practice in this program.

	1 Excellent	2 Good	3 Average	4 Poor	No Observation
PERSONALITY: Administrative ability, poise, expression ability, manner and appearance	X				
INITIATIVE: Imagination, resourcefulness		X			
WORK HABITS: Energy, application, reliability	X				
CHARACTER: Honesty, ethics		X			
EMOTIONAL STABILITY		X			
APTITUDE: Demonstrated at work or in class	X				
MOTIVATION: Degree of professional seriousness and unselfishness	X				

SPECIAL REMARKS:

Dan Kowalski, whom I have known for his four years at LeMoyne as his teacher, advisor, and friend, has asked me to write a letter of recommendation. I am most happy to do so.

As an undergraduate Dan proved to be a mature and serious young man with above average abilities to articulate both verbally and in writing. Although he is non-assertive, during class discussions he consistently made valuable, relevant contributions, interpreting abstract concepts with deep insight.

From our informal chats out of class I have learned that he works hard not only in college but outside of school as well, where he has held several jobs some of which have involved him in positions of authority. I am aware too, of his ambition to become a hospital administrator. I feel that his is an excellent career choice. Dan is an idealist who is rooted firmly in reality. He is an altruist who accomplished a great deal in the realm of practicality.

In my opinion, Dan Kowalski could succeed in any graduate program in administration. I hope you will consider his application for admission favorably.

Recommended highly X Recommended ____ With Reservations ____ Not Recommended ____

DATE 9/17/74

/S/ A. Helene Scott, Ph.D.
English Department
LeMoyne College

FROM: John King

26. Letter C

TO:

CONCERNING: Daniel Kowalski

This checklist provides an efficient means by which the University admissions office can interpret your evaluation of the candidate. Please check each quality according to your own standards, as observed in each candidate. Check "No Observation" only if you believe you do not know the person well enough in that aspect of personal qualities to offer an appraisal.

Please complete the "Special Remarks" section for each candidate, providing brief, personal evaluations that supplement the checklist and which provide pertinent insights into the candidate's fitness for study and practice in this program.

	1 Excellent	2 Good	3 Average	4 Poor	No Observation
PERSONALITY: Administrative ability, poise, expression ability, manner and appearance	X				
INITIATIVE: Imagination, resourcefulness	X				
WORK HABITS: Energy, application, reliability	X				
CHARACTER: Honesty, ethics					X
EMOTIONAL STABILITY					X
APTITUDE: Demonstrated at work or in class	X				
MOTIVATION: Degree of professional seriousness and unselfishness					X

SPECIAL REMARKS:

His overall appearance was excellent and as his supervisor I never once received a patron complaint on his delivery of the mails. The delivery of mail does not mean just putting a letter in a mail box but means putting the right letter into the right mail box on the right street and address. This also requires proper handling of accountable mail which often involves signatures, receipts and collecting fees. Any missorted or questionable mail, he always used good judgment. His assignment also included delivering and collecting mail in areas he was unfamiliar with yet his performance was outstanding. In all aspects to the above Mr. Kowalski showed much initiative and his ability to work with his co-workers and for other postal supervisors was excellent.

I would personally recommend his employment in any field he may choose.

Recommended highly X Recommended ____ With Reservations ____ Not Recommended ____

DATE 2/75

/S/ John King

Foreman of Carriers
U.S. Postal Service

Kowalski, Daniel

INTERVIEW

1. Family size?

   ** There are five children, my parents, and I'm in the middle. I have two younger brothers and two older sisters. **

2. Closeness of your family?

   ** Yes, my family is very close. **

3. Who provides emotional support?

   ** I would say my parents do and specifically, probably my father. **

4. Source of financial support?

   ** Primarily myself. Perhaps some assistance from my parents. **

5. Ties and responsibilities towards family?

   ** I feel quite a few. From my upbringing on a farm, I feel a great deal of responsibility towards my family. **

6. Whom do you seek for advice in family?

   ** One of my older sisters. **

7. Learning experiences which assisted you?

   ** I would say my participation in intercollegiate athletics was very rewarding, physically and educationally. I learned a lot about team competition. And I would say my volunteer projects, especially the political ones I worked in outside of class. **

8. Experiences which hindered educational development?

   ** The only thing that comes to mind is I missed substantial amounts of school time due to an operation. Sometimes I feel I could do a lot better than I do. **

9. Function as a student?

   ** I think my study habits are good in some respects. I work hard at what I'm interested in and in others I have a tendency to slack off. **

10. Grades-reflection of true ability?

    ** No, because as I noted, I had a tendency to slack off, especially in my early years of college, and I really felt this growing self-assuredness inside of me in the last couple of years. **

11. Difficult academic areas?

    ** I didn't find any really that difficult to grasp, except the only difficulty was in motivating myself in the ones I wasn't interested in. The most obvious one was accounting. **

12. Test scores-reflection of true academic potential?

    ** No, I really don't feel they do either, because at times during the test I get very frustrated working inside that very defined structure again. At times I would just sit there and look around and get fed up woth the whole process. **

13. Academic areas easily mastered?

    ** Political Science and English. **

14. Course areas need assistance?

    ** I imagine those areas that involve specific, detailed work, such as accounting. **

15. Participation in extracurricular activities?

    ** Yes, quite a bit. I played quite a bit of football, basketball, and rugby. I worked on several volunteer activities mostly in the political realm. In high school, it was mostly athletics, not so much volunteer. **

16. Outstanding projects or papers written?

    ** I've written 20 some papers over the course of my career in college. I'm most proud of a booklet I put together for the New York Public Inter Research Group (PIRG) a Ralph Nader affiliated organization, and we put together a pamphlet called "Guode to Public Records" and it details how the average citizen can find out any information that's available in City Hall. **

17. Health or hospital administration experiences?

** Primarily the work I'm doing now in a Senator's office. He was chairman of the Senate Health Committee. One graduate level course that I took last fall and some limited experience quite a while back in my senior year of high school in the hospital cafeteria. **

18. Involvement in community organizations?

** In recent years I haven't served in any specific community organizations. **

19. Community service preference?

** In the political realm, I'd like to continue my activities with PIRG and I'd like to limit any community activities I take up to very local problems and questions. **

20. Interest in health or hospital administration?

** I think it's a very broad and expanding field. I anticipate a great deal of self-gratification in a field like that because while in many aspects you may be dealing with a profit motive, the end result is ultimately a health service for another individual no matter what aspects are in it. **

21. Clientele preference?

** I can't really say. **

22. Leadership experiences?

** I was co-chairman of a blood bank. I was supposed to get people to donate blood. **

23. Reasons few minorities in health or hospital administration?

** Well, because they don't play such a vital role in the other professional areas, they are growing in these areas and of course, they'll continue to, but it's a very slow process--things can't be changed overnight. **

24. Reaction to situations where we felt we were not treated as we thought we should have been?

    ** I don't get as upset as perhaps I should. It's less important what the other person thinks. I think if it satisfies me it's good, because I set very high standards for myself. **

25. Ability to work or study under pressure?

    ** I think it's very good. Working and going to school at the same time has forced me to study under pressure. **

26. Alternative careers in health?

    ** Yes, I also considered—well, this was a couple of years ago--before I decided on this, a career in criminal justice or law enforcement, but I changed my mind. I felt I would feel a better satisfaction and I would be able to give more service to others. **

APPLICATIONS

Michaels, Shirley

Morgenstern, Claire

APPLICATION

1. SSN 129-24-4379 2. NAME Michaels, Shirley
Last First Middle Suffix

3. Preferred Mailing Address 433 9th Street (Street) Queens (City)
New York (State) 11212 (Zip Code) Telephone 212-345-8691 (Area Code) (Number)

4. Permanent Address Same
Street City
State Zip Code Telephone Area Code Number

5. Citizenship U.S. (Country) 6. Male ( ) Female (X) 7. Age 23

8. Birth Date 1/29/52 (Mo. Day Year) 9. Birth Place Jamaica (City) (County) (State)

10. Marital Status: Single (X) Married ( ) Widowed ( ) Divorced ( ) Separated ( )

11. Number of Children -0-

12. How do you describe yourself: (optional)

(X) Black/Afro-American
( ) American Indian
( ) White/Caucasian
( ) Mexican/American or Chicano
( ) Oriental/Asian-American
( ) Puerto Rican (Mainland)
( ) Puerto Rican (Commonwealth)
( ) Cuban
( ) Other

13. Do you wish to be considered as a minority group applicant? Yes (X) No ( )

14. Secondary School S,J. Tilden H.S., Brooklyn, New York (Name, City, State) 1970 (Year of Graduation)

15. (A) All Undergraduate Colleges Attended. (List in chronological order)

Institution	Campus/State	Dates	Degree	Major
Queens College	Flushing, New York	9/70-1/75	B.S.	Community Health

(B) Graduate or Professional School Attended.

Institution	Campus/State	Dates	Degree	Major

16. If in graduate school, have you been accepted as a degree candidate? Yes ( ) No ( )

17. Have you had any military experience? Yes ( ) No (X) If "yes," complete the following:

Branch of Service ____________________

18. Has your education to date been continuous other than for vacation? Yes (X) No ( )
If "no," or if not now in college, indicate what you have done while out of school or since graduation.

19. In what extracurricular, community and/or avocational activities have you participated while in college or subsequently? (Include offices held)

Drug counselor, work-study program, and a volunteer student intern for the New York City Health & Hospital Corps.

20. Have you been employed during college? Yes ( ) No (X) If "yes," specify type of work, hours, year.

21. Have you been employed since college or graduate school? Yes ( ) No (X)

If "yes," specify type of work. A. Currently: ____________________

B. Previously: ____________________

22. Personal Statement: (optional) Michaels, Shirley

Throughout my years as an undergraduate, my main area of study has been in the field of Community Health Education. Because of this interest I have become increasingly sensitized to and concerned about health problems in the United States and around the world.

Since many of the problems that I've observed seemed to focus on the area of health care delivery, I have been especially interested in the planning, coordination, and management of health care systems on various levels. From my internship and working experience in public and private sectors of health care administration, I have seen the effects that poor management has had on institutions and communities they serve. I have also seen the activities of well organized and efficiently coordinated systems of delivery. Needless to say, the quality and quantity of health care delivery in these cases were highly productive with an accommodating response in worker morale. These experiences and interests, plus the need to gain a stronger educational basis of understanding in health management and administration, has led me to apply to a school such as yours for additional professional training.

My future professional career objectives are: 1) To do international research in the area of health systems; 2) to work in an international health care agency (e.g. WHO). To attain these objectives, I feel a graduate education in management would best assist me. What I need is a theoretical framework of what health care is, has been, and what it can be in the future. Having a background in management would provide me with a methodology that would assist me in the development, application, and delivery of health care in any urban or rural setting. As a future administrator, it would be an asset to me as well as those I intend to serve.

From a personal standpoint, I am very much involved and concerned about health care and people. My involvement in community activities extends to many levels. I have been active in health fairs. I feel that one of my greatest assets is a genuine interest in people and their problems. Another asset is my ability to be readily involved in the process of problem solving and a willingness to tackle a situation regardless of its size. I would be extremely grateful for the opportunity that an educational program such as yours would provide for me. It would prepare me with the skills and advanced tools of methodology that would enhance my assets and assist me in doing what I would like to do better.

23. TRANSCRIPT

SSN 129-24-4379 Name Michaels Shirley

Last First Middle

College	Location	Academic Status	Year	Term	Course Name	Number	Actual Grade A B C	Hours
Queens College	New York	U	70	F	Dev Eng		Credit	
					Critical Reading		D	3
					Exp Writing		B	3
					Basic Struc Math		- - -	
					Am Soc Inst		B	3
			71	S	Intro to Lit		Credit	
					Gen Chem 1		- - -	
					Basic St. Math		- - -	
					Intro Music		D	3
					Hist Phil		C	3
					Int Am Pol Inst		F	3
				Su	Gen Chem 1		Credit	
					Lab		- - -	
				F	Prin Bio		- - -	
					Lab		- - -	
					Afro-Am Lit		A	3
					Gen Chem 2		Credit	
					Lab 2		- - -	
					Child Psych		- - -	
			72	S	Organic Chem		- - -	
					Lab		- - -	
					Intro Commun Media		F	3
					Gen Psych		- - -	
					Ethnic & Race Rel U.S.		C	3
				F	African Civ		B	3
					Man & His Envir		C	3
					Sex Ed & Family Living		B	3
					Intro Human Comm		D	3
			73	S	Psych Fnd of Ed		C	3
					Ecol of Health		C	2
					Basic Concepts Pub Hlth		C	3
					Gen Psych		C	3
				F	Int Com Health		B	3
					Prin of Health Ed Prac		A	3
					Env Pub Health		C	2
					Elem Prob & Stat		B	3
					Urban Life		A	4
			74	S	Nutrition		C	3
					Human Physic Lect		- - -	
					Growth & Dev		B	2
					Princ of Health Ed Prac		B	3
					Health Asp Aging		A	2
					Princ of Epidemiology		C	2
				Su	Dir Fldwk-Com Health		A	3
					Directed Fieldwork		A	2
				F	Princ Biology		D	5

College	Location	Academic Status	Year	Term	Course Name	Number	Actual Grade A	B	C	Hours
			74	F	Group Com			B		3
					Indep Study		A			3
					Addictions & Dep			B		2
					Dir Fieldwk		A			2
					Princ Admn Health Care		-	-	-	

24. GPA's and CREDIT HOURS

Academic Status		Hours	GPA
Freshman		18	1.67
Sophomore		32	2.09
Junior		32	3.09
Senior	Fall Only	15	2.67
PBUG			
CUM U. Grad	Not Complete	97	2.43
Graduate			

SUPPLEMENTARY TOTALS

Sum For Grand Total Hours
(CUM. UG Hours 97
(Grad Hours ______
(Grand Total Hours 97

25. GRE Scores

Test Date Mo.	Yr.	Verbal Score	%	Quantitative Score	%	Total Score	%
1	1975	330	09	370	15		

How many times have you taken the _____ test?

If you plan to take MO
or retake the _____
enter date

FROM: Mitchell Carr

26. Letter A

TO:

CONCERNING: Shirley Michaels

This checklist provides an efficient means by which the University admissions office can interpret your evaluation of the candidate. Please check each quality according to your own standards, as observed in each candidate. Check "No Observation" only if you believe you do not know the person well enough in that aspect of personal qualities to offer an appraisal.

Please complete the "Special Remarks" section for each candidate, providing brief, personal evaluations that supplement the checklist and which provide pertinent insights into the candidate's fitness for study and practice in this program.

	1 Excellent	2 Good	3 Average	4 Poor	No Observation
PERSONALITY: Administrative ability, poise, expression ability, manner and appearance	X				
INITIATIVE: Imagination, resourcefulness		X			
WORK HABITS: Energy, application, reliability		X			
CHARACTER: Honesty, ethics		X			
EMOTIONAL STABILITY		X			
APTITUDE: Demonstrated at work or in class		X			
MOTIVATION: Degree of professional seriousness and unselfishness		X			

SPECIAL REMARKS:

She has good self-discipline, is receptive of criticism and tries to integrate same into behavior. She is beginning to evolve both personally and academically and has not yet reached her ptoential.

Recommended highly _____ Recommended X With Reservations _____ Not Recommended _____

DATE 2/75

/S/ Mitchell Carr, Ed. D.

Associate Professor, Queens College

4.

FROM: Arlene Harris 26. Letter B

TO:

CONCERNING: Shirley Michaels

This checklist provides an efficient means by which the University admissions office can interpret your evaluation of the candidate. Please check each quality according to your own standards, as observed in each candidate. Check "No Observation" only if you believe you do not know the person well enough in that aspect of personal qualities to offer an appraisal.

Please complete the "Special Remarks" section for each candidate, providing brief, personal evaluations that supplement the checklist and which provide pertinent insights into the candidate's fitness for study and practice in this program.

	1 Excellent	2 Good	3 Average	4 Poor	No Observation
PERSONALITY: Administrative ability, poise, expression ability, manner and appearance	X				
INITIATIVE: Imagination, resourcefulness	X				
WORK HABITS: Energy, application, reliability	X				
CHARACTER: Honesty, ethics	X				
EMOTIONAL STABILITY	X				
APTITUDE: Demonstrated at work or in class	X				
MOTIVATION: Degree of professional seriousness and unselfishness	X				

SPECIAL REMARKS:

She is an excellent student and should have no difficulty in pursuing graduate studies. In her field work placement she demonstrated ability to work under adverse conditions in a most satisfactory manner. She accepts criticism in the manner in which it is offered and she has already indicated a maturity and growth during the two years I've known her.

Recommended highly X Recommended _____ With Reservations _____ Not Recommended _____

DATE 2/75

/S/ Arlene Harris
Assistant Professor, Queens College

FROM: Harold Randolf 26. Letter C

TO:

CONCERNING: Shirley Michaels

This checklist provides an efficient means by which the University admissions office can interpret your evaluation of the candidate. Please check each quality according to your own standards, as observed in each candidate. Check "No Observation" only if you believe you do not know the person well enough in that aspect of personal qualities to offer an appraisal.

Please complete the "Special Remarks" section for each candidate, providing brief, personal evaluations that supplement the checklist and which provide pertinent insights into the candidate's fitness for study and practice in this program.

	1 Excellent	2 Good	3 Average	4 Poor	No Observation
PERSONALITY: Administrative ability, poise, expression ability, manner and appearance	X				
INITIATIVE: Imagination, resourcefulness	X				
WORK HABITS: Energy, application, reliability		X			
CHARACTER: Honesty, ethics	X				
EMOTIONAL STABILITY		X			
APTITUDE: Demonstrated at work or in class	X				
MOTIVATION: Degree of professional seriousness and unselfishness	X				

SPECIAL REMARKS:

Ms. Shirley Michaels is making application to your graduate program in hospital administration. I have known Ms. Michaels for one year. She was a participant in the 1974 National Work-Study Recruitment Program for Minorities Interested in Health Care Management.

Ms. Michaels was assigned to the Brooklyn Hospital Center where she spent ten weeks working with the Administrator of the Hospital on management problems. She developed a paper on "Administration" as part of the assignment.

Ms. Michaels is intelligent, creative, and conscientious.

Ms. Michaels will make a very capable administrator. She is thoroughly aggressive and capable of bridging the gap between the provider and consumer of a health care delivery system.

She will need financial assistance. I am pleased to recommend Ms. Michaels as a student in your program without any reservations.

Recommended highly X Recommended ____ With Reservations ____ Not Recommended ____

DATE 2/75 /S/ Harold Randolf,
Administrator

Michaels, Shirley

INTERVIEW

1. Family size?

   ** Five children and I'm second to the last. **

2. Closeness of your family?

   ** We are very close. **

3. Who provides emotional support?

   ** My mother. **

4. Source of financial support?

   ** The bank. **

5. Ties and responsibilities towards family?

   ** I feel I have a responsibility to my mother to take care of her when she is not able to work. **

6. Whom do you seek for advice in family?

   ** My mother. **

7. Learning experiences which assisted you?

   ** I participated in the national recruitment program as an administrative intern. I would say this, coupled with my field work experiences in community health education, helped me. **

8. Experiences which hindered education development?

   ** I can't think of any offhand. **

9. Function as a student?

   ** I generally study more than the average student. **

10. Grades-reflection of true ability?

    ** No. **

Michaels, Shirley

11. Difficult academic areas?

** Sciences **

12. Test scores-reflection of true academic potential?

** No **

13. Academic areas easily mastered?

** I would say math and health sciences on the whole. **

14. Course areas need assistance?

** Math. **

15. Participation in extracurricular activities?

** Yes, I have. **

16. Outstanding projects or papers written?

** I wrote a paper on the middle management of administration in private hospitals. **

17. Health or hospital administration experiences?

** I have worked in prison health, in an Office of Equal Opportunity, and been an administrative intern for three months. **

18. Involvement in community organizations?

** Bronxville Community Health Council as a counselor -- basically, as an advisor. And that's about it. **

19. Community service preference?

** I would like to take part in services having to do with mental health, child health, or health education in general. **

20. Interest in health or hospital administration?

    ** I'm interested in it because it has always been in my orientation. **

21. Clientele preference?

    ** I think I would like to serve minority clientele. **

22. Leadership experiences?

    ** Yes, I have. **

23. Reasons few minorities in health or hospital administration?

    ** Well, I feel that minorities and women on the whole, have been discriminated societally. It wasn't thought that minorities could handle a position of management, and women were so docile and submissive that they couldn't handle administration and management either. **

24. Reaction to situations where we felt we were not treated as we though we should have been?

    ** More than likely I would try to discuss the matter with the person involved to rectify the situation as fast as I possibly could. **

25. Ability to study or work under pressure?

    ** I am quite able to study as in depth as I would like to and under pressure I tend to be a little uneasy, but I think the circumstances are such that I can deal with it. **

26. Alternative careers in health?

    ** None **

APPLICATION

1. SSN 071-82-2236 2. NAME Morgenstern (Last) Claire (First) (Middle) (Suffix)

3. Preferred Mailing Address 3 Dale Drive (Street) Lake Ronkonkoma (City)
New York (State) 11779 (Zip Code) Telephone 516-474-5190 (Area Code) (Number)

4. Permanent Address Same (Street) (City)
(State) (Zip Code) Telephone (Area Code) (Number)

5. Citizenship U.S. (Country) 6. Male ( ) Female (X) 7. Age 40

8. Birth Date 6/24/35 (Mo. Day Year) 9. Birth Place (City) Bronx (County) New York (State)

10. Marital Status: Single ( ) Married (X) Widowed ( ) Divorced ( ) Separated ( )

11. Number of Children 4

12. How do you describe yourself: (optional)

( ) Black/Afro-American
( ) American Indian
(X) White/Caucasian
( ) Mexican/American or Chicano
( ) Oriental/Asian-American
( ) Puerto Rican (Mainland)
( ) Puerto Rican (Commonwealth)
( ) Cuban
( ) Other

13. Do you wish to be considered as a minority group applicant? Yes ( ) No (X)

14. Secondary School Theodore Roosevelt H.S. (Name) (City) New York (State) 1952 (Year of Graduation)

15. (A) All Undergraduate Colleges Attended. (List in chronological order)

Institution	Campus/State	Dates	Degree	Major
Suffolk County Comm. Coll.,	New York	1975	Special Student	
St. John's University,	Long Island, N.Y.	6/63-8/67	B.S.	Nursing
Mt. Sinai Hospital School of Nursing,	N.Y.	2/53-2/56	R.N.	Nursing

(B) Graduate or Professional School Attended.

Institution	Campus/State	Dates	Degree	Major

16. If in graduate school, have you been accepted as a degree candidate? Yes ( ) No ( )

17. Have you had any military experience? Yes ( ) No (x) If "yes," complete the following:

Branch of Service

18. Has your education to date been continuous other than for vacation? Yes ( ) No (x)
If "no," or if not now in college, indicate what you have done while out of school or since graduation.

Worked and raised a family between leaving nursing school and entering an undergraduate program, and while attending undergraduate school.

19. In what extracurricular, community and/or avocational activities have you participated while in college or subsequently? (Include offices held)

My local Jewish Community Center and the P.T.A.

20. Have you been employed during college? Yes (x) No ( ) If "yes," specify type of work, hours, year.

Been a nurse and taught a nursing course

21. Have you been employed since college or graduate school? Yes (x) No ( )

If "yes," specify type of work.

A. Currently: Staff nurse-St. Vincent's Hospital, N.Y.
Teach nursing-Central State Hospital

B. Previously: Taught nursing-Central State Hospital School of Nursing

22. Personal Statement: (optional) Morgenstern, Claire

My experiences have been varied. Public health services and the needs of the community were an early lesson. I worked for the Visiting Nurse Service of New York City from September 1956 to February 1958. In this capacity I learned about problems of the aged, the dependent, of the minorities and the difficulties in providing quality care for their well-being.

I have worked in a variety of hospital situations which have taught me the problems that are inherent in delivering quality care, multi-level services and gaining the best team effort through the interdisciplinary approach. Co-ordinating, planning and projecting all this, plus the community, county, state and federal government assistance programs seem just the challenge I both need and can handle. Hence, I am applying for admission to this program. Hospital experiences include: Assistant Head Nurse, Mt. Sinai Hospital, New York City, February 1956 to September 1956; Assistant Head Nurse, Bay Shore Hospital, Bay Shore, New York, April 1961 to September 1965; Staff Nurse, ICU-CU, St. Vincent's Hospital, New York City, September 1970 - currently.

Communication skills have been greatly honed and practiced in my capacity as an educator in nursing. From September 1965 to July 1970 and again currently, I teach medical-surgical nursing at Central State Hospital School of Nursing. It is a three-year program for registered nurses. Here I can combine intellectual stimulation plus an awareness for all health-related problems to future professionals in the field. Here again is stimulation for myself, for surely must I keep abreast of all that is going on plus ideas and trends for the future in health.

Organizational skills have been developed from many directions. First, from all the above situations, secondly, in volunteer work for local community projects. I was on the school board of the North Shore Jewish Community Center for five years and program chairman for our local P.T.A. Thirdly, I was able to combine all this (work, school and community) while raising a family of four children and having a successful marriage. Surely, a great feat of organization!

23. TRANSCRIPT

SSN 071-82-2236 Name Morgenstern Claire
Last First Middle

College	Location	Academic Status	Year	Term	Course Name	Number	Actual Grade A B C	Hours
Mt. Sinai	N.Y., N.Y.	53-	56		Blanket Credit			30
St. John's Univ.	L.I., NY	55-	56		Appld Bacteriology	6	C	3
			63	F	Am Natl Gov't	11	B	3
					Princ Teaching	99	B	3
				Su	Comp Eng	1	B	3
					Gen Psych	1	B	3
			64	S	Am Nat'l & State	12	A	3
					Comp, Eng	2	B	3
				F	Survey of Nursing	100	C	3
					Living Issues in Lit	15	C	3
			65	S	Insight into Music	1	B	3
					Living Issues in Lit	16	B	3
				F	Normal Nutrition	32	B	3
					Med Surg Nurs	112	B	3
			66	S	Psych Mental Health	110	A	3
					Intro Soc	001	B	3
				F	Human Physiology	026	B	3
					Workshop Sculpture	0Sc	B	6
					Soc. Path & Deviant	127	B	3
					Hist West Pol Phil	101	A	3
			67	S	Astronomy	004	B	3
					Mgt & Child Nursing	114	B	3
					Leadership Prof Nurs	145	B	3
					Med/Surg Nursing	126	A	3
					Child Dev	015	B	3
					Ethics	012	A	3
				Su	Public Health	137	A	6
					Soc Psych	620	B	3
					Algebra	100	D	3
Suffolk Co. Comm. College Suffolk County, N.Y.			75		Princ Acctg 1	11	B	4

College	Location	Academic Status	Year	Term	Course Name	Number	Actual Grade A B C	Hours

24. GPA's and CREDIT HOURS

Academic Status	Hours	GPA
Freshman	30	No Grade
Sophomore	33	2.81
Junior	27	3.22
Senior	30	3.20
PBUG	4	3.0
CUM U. Grad	124	3.06
Graduate		

SUPPLEMENTARY TOTALS

Sum For Grand Total Hours.
(CUM. UG Hours 124
(Grad Hours ______
(Grand Total Hours 124.

25. GRE Scores

Test Date		Verbal		Quantitative		Total	
Mo.	Yr.	Score	%	Score	%	Score	%
4	75	550	64	440	31		

How many times have you taken the _____ test?

If you plan to take or retake the _____ enter date NO

FROM: Judith Lakens

26. Letter A

TO:

CONCERNING: Claire Morgenstern

This checklist provides an efficient means by which the University admissions office can interpret your evaluation of the candidate. Please check each quality according to your own standards, as observed in each candidate. Check "No Observation" only if you believe you do not know the person well enough in that aspect of personal qualities to offer an appraisal.

Please complete the "Special Remarks" section for each candidate, providing brief, personal evaluations that supplement the checklist and which provide pertinent insights into the candidate's fitness for study and practice in this program.

	1 Excellent	2 Good	3 Average	4 Poor	No Observation
PERSONALITY: Administrative ability, poise, expression ability, manner and appearance	X				
INITIATIVE: Imagination, resourcefulness		X			
WORK HABITS: Energy, application, reliability	X				
CHARACTER: Honesty, ethics	X				
EMOTIONAL STABILITY	X				
APTITUDE: Demonstrated at work or in class		X			
MOTIVATION: Degree of professional seriousness and unselfishness		X			

SPECIAL REMARKS:

Claire is a stable, well organized teacher in our system. She demonstrates good instructional qualities in her classes and is well respected by nursing students. Her general attitude and growth on the job have been excellent, and she is ready to take on additional responsibilities.

She has managed an effective balance between family responsibilities and career, and can most certainly handle the work that would be imposed by a graduate program in health administration. Her firm, objective attitudes toward students and patients should serve her well in administrative duties.

I can recommend her without reservation for the graduate program.

Recommended highly _____ Recommended X With Reservations _____ Not Recommended _____

DATE 9/11/74

/S/ Judith Lakens

Director of Educational Programs

FROM: Cathy Spenser

26. Letter B

TO:

CONCERNING: Claire Morgenstern

This checklist provides an efficient means by which the University admissions office can interpret your evaluation of the candidate. Please check each quality according to your own standards, as observed in each candidate. Check "No Observation" only if you believe you do not know the person well enough in that aspect of personal qualities to offer an appraisal.

Please complete the "Special Remarks" section for each candidate, providing brief, personal evaluations that supplement the checklist and which provide pertinent insights into the candidate's fitness for study and practice in this program.

	1 Excellent	2 Good	3 Average	4 Poor	No Observation
PERSONALITY: Administrative ability, poise, expression ability, manner and appearance		X			
INITIATIVE: Imagination, resourcefulness		X			
WORK HABITS: Energy, application, reliability		X			
CHARACTER: Honesty, ethics		X			
EMOTIONAL STABILITY		X			
APTITUDE: Demonstrated at work or in class	X				
MOTIVATION: Degree of professional seriousness and unselfishness		X			

SPECIAL REMARKS:

Can cope well under trying conditions and continue to produce satisfactory work. Handles criticism well and capacity for growth and change is probably good.

She is a productive employee, is bright, is a patient advocate, stimulates our students into learning more and shows interest and enthusiasm.

She should do well in your program.

Recommended highly _____ Recommended X With Reservations _____ Not Recommended _____

DATE 2/75

/S/ Cathy Spenser - Principal
School of Nursing
Central State Hospital

Morgenstern, Claire

INTERVIEW

1. Family size?

   ** I'm the youngest of two. **

2. Closeness of your family?

   ** My parents are separated. My brother and I are very close, and I'm close with both my parents. **

3. Who provides emotional support?

   ** My brother. **

4. Source of financial support?

   ** My father. **

5. Ties and responsibilities towards family?

   **I feel emotional ties for them and I feel some sense of -- I certainly feel responsible--If I had to be responsible for them I would feel responsible. **

6. Whom do you seek for advice in family?

   ** My husband. **

7. Learning experiences which assisted you?

   ** There were just certain teachers that made much more of an impression on me than others and in terms of nursing, there was one instructor who was the only one I could say I'd like to hold up as a prototype--the type of teacher I'd like to be--she made an impression on me. **

8. Experiences which hindered educational development?

   ** I think I have a metnal block. I'm sure they must have been there. I don't remember them right now. **

9. Function as a student?

** I am a procrastinator, but once I get started I really dig in and I really enjoy it. **

10. Grades-reflection of true ability?

** In some areas yes, other areas no. Depending sometimes on the teacher and how much motivation and how they come across, and sometimes upon myself. **

11. Difficult academic areas?

** Math. **

12. Test scores-reflection of true academic potential?

** I haven't taken them right now but I'm sure that the math score on the GREs will not reflect my true academic potential. I think I'm far greater than that score will show. **

13. Academic areas easily mastered?

** Political science, nursing. **

14. Course areas need assistance?

** Math. **

15. Participation in extracurricular activities?

** When I was going to college, I was married with three children and was working, so I had lots to do. **

16. Outstanding projects or papers written?

** None in particular. **

17. Health or hospital administration experiences?

** Lots of it. I'm a nurse. I've taught nursing. I've worked for the Visiting Nurse Service of New York; I've worked for St. Vincent's Hospital, Central State Hospital, and teach here in continuing education. **

18. Involvement in community organizations?

** I've been program chairman on a PTA and I've been on the school board in the local Jewish Center. **

19. Community service preference?

** I guess the League of Women Voters perhaps. **

20. Interest in health or hospital administration?

** Because I feel that the only way we are going to achieve anything in facilities for the community is from the top down. **

21. Clientele preference?

** I don't think it really matters. I think when somebody is ill or is concerned about their health everybody becomes equal—fears and anxieties are the same. **

22. Leadership experiences?

** Only in terms of teaching, and then I certainly had to be a leader to my students—not only in a didactic area but in clinical experiences too. **

23. Reasons few minorities in health or hospital administration?

** The lack of awareness that it's available to them. **

24. Reaction to situations where we felt we were not treated as we thought we should have been?

** I am momentarily hurt and I also feel you know, hindsight is really so great. I go home and say I should have said this or I should have done that or I was an idiot or why didnt't, but I recover. **

25. Ability to study or work under pressure?

** Very well. As a matter of fact, it stimulates a lot of adrenalin and I do very well under pressure. **

26. Alternative careers in health?

** I'm a nurse now, which is an alternative. **

APPLICATIONS

Phillips, Alice

Quinlan, Rick

APPLICATION

1. SSN 221-74-9684
2. NAME Phillips, Alice (Last / First / Middle / Suffix)

3. Preferred Mailing Address 503 Lane Drive (Street) Blacksburg (City)

Virginia (State) (Zip Code) Telephone 703-255-3462 (Area Code / Number)

4. Permanent Address Same (Street) (City)

(State) (Zip Code) Telephone (Area Code / Number)

5. Citizenship U.S. (Country)
6. Male ( ) Female (X)
7. Age 25

8. Birth Date 6/25/50 (Mo. Day Year)
9. Birth Place Rantoul (City) (County) Illinois (State)

10. Marital Status: Single (X) Married ( ) Widowed ( ) Divorced ( ) Separated ( )

11. Number of Children -0-

12. How do you describe yourself: (optional)

( ) Black/Afro-American	( ) Mexican/American or Chicano	( ) Puerto Rican (Commonwealth)
( ) American Indian	( ) Oriental/Asian-American	( ) Cuban
(X) White/Caucasian	( ) Puerto Rican (Mainland)	( ) Other ____________

13. Do you wish to be considered as a minority group applicant? Yes ( ) No (X)

14. Secondary School Blacksburg H.S. (Name) Blacksburg, VA (City, State) 1968 (Year of Graduation)

15. (A) All Undergraduate Colleges Attended. (List in chronological order)

Institution	Campus/State	Dates	Degree	Major
U. of VA, Mary Wash. Coll.	Frederick, VA	9/68-6/72	B.A.	Psychology
Institute of European Studies	Paris, France	1/72-6/72	Special Student	

(B) Graduate or Professional School Attended.

Institution	Campus/State	Dates	Degree	Major

16. If in graduate school, have you been accepted as a degree candidate? Yes ( ) No ( )

17. Have you had any military experience? Yes ( ) No (X) If "yes," complete the following:

Branch of Service

18. Has your education to date been continuous other than for vacation? Yes ( ) No (X)
If "no," or if not now in college, indicate what you have done while out of school or since graduation.

Since graduation I've been a psychology assistant at a counseling center and an administrative assistant at a computer center.

19. In what extracurricular, community and/or avocational activities have you participated while in college or subsequently? (Include offices held)

A volunteer for Project Upward Bound; have studied yoga and auto mechanics

20. Have you been employed during college? Yes (X) No ( ) If "yes," specify type of work, hours, year.

During the 1971-72 academic year taught an introductory psychology lab.

21. Have you been employed since college or graduate school? Yes (X) No ( )

If "yes," specify type of work.
A. Currently: Psychology Assistant - Counseling Center
B. Previously: Administrative Assistant - Computer Center

22. Personal Statement: (optional) Phillips, Alice

I am particularly interested in your health administration program for two reasons basically: First, I appreciate the rather broad orientation with respect to the health field. I feel that I operate most efficiently given a broad, general background in my formal education and then allowed to work out the details when in more practical situations. Also, so many factors are involved in my ultimate choice of direction with the health field that, given my present lack of educational and work experience, I would probably be better off not to commit myself too narrowly at present. The second reason this program appeals to me is the administrative residency and its relationship to the formal academic training. I firmly believe that formal education is most fruitful when combined with practical application in mind. A background of theory and information, with a subsequent opportunity to apply this knowledge under supervision and guidance and, finally, a chance to round out this formal education using knowledge gained from actual experience, would be an ideal educational program for me.

Another very important factor in my choice of a career in the health field is its value in relation to society. I believe that, through its role in helping to safeguard, restore or improve health, health services administration has intrinsic value above and beyond the job's personal gain to me.

At this point, I would like to mention that I believe that my college academic record does not accurately represent what I am capable of and what I fully intend to do in graduate school. Much has changed in the few years I have been out of school. Mostly, I have simply grown up a lot. I have settled many of the personal conflicts that were bothering me a few years ago. I have more self-confidence, and my rather stubborn sense of independence (which often had negative effects) has been tempered somewhat by pragmatism and a more balanced outlook.

I now realize the importance of an education in attaining the goals I have set up for myself and am willing and able to do my utmost towards getting that education. I think that health services is a field where my talents and interests could be exploited and where I, in turn, could receive a great deal of personal satisfaction.

23. TRANSCRIPT

SSN 221-74-9684 Name Phillips (Last) Alice (First) (Middle)

College	Location	Academic Status	Year	Term	Course Name	Number	Actual Grade	Hours
University ot Virginia, Mary Washington College, Frederick, VA			68	F	Intro Bio	101	C	4
					Comp & Lit	101	A	3
					Int Gram & Comp Fr	205	B	3
					History of Europe	101	C	3
			69	S	Intro Bio	102	C	4
					Comp & Lit	102	B	3
					Adv Read Fr Lit	207	B	3
					Hist of Europe	102	C	3
					Cal with Anal Geometry	201	F	3
				F	Survey of Eng Lit	201	C	3
					Adv Conver French	305	C	3
					Phil, Hist of	201	C	3
					Princ of Psych	201	B	3
					Soph Research Sem Psy	211	A	1
					Gen Soc	201	B	3
			70	S	English Lit	202	B	3
					English Comp	209	C	3
					Hist of Philos	202	B	3
					Princ of Psychology	202	A	3
					Gen Soc	202	C	3
				F	Major Amer Authors	307	C	3
					Intro to Gov't & Pol	201	B	3
					Exp Psych	301	B	4
					Stat Measures & Testing	311	B	3
					Soc Psych	416	B	3
	Paris		71	S	Modern Art	FA 307	C	3
					Fr Gram & Comp	304	C	4
					Mod Fr Gram	431	B	3
					Cont Fr Novel	412	C	3
					Cont Cinema		No credit	
				F	Painting	FA 315	C	3
					Greek & Roman Myth	205	A	3
					Abnormal Psych	405	C	3
					Sys Psy Theo Pers	410	C	3
					Hist Rel South Asia	211	B	3
					Intro to Tech Prod	205	P	-
			72	S	Modern Fiction	952	C	3
					Painting	316	P	-
					Adv Conver Fr	306	C	3
					Hist of Psych	310	B	3
					Adv Gen Psych	413	A	3
					Topics in Psych	419	A	2

College	Location	Academic Status	Year	Term	Course Name	Number	Actual Grade A B C	Hours

24. GPA's and CREDIT HOURS

Academic Status	Hours	GPA
Freshman	26	2.17
Sophomore	31	2.65
Junior	29	2.55
Senior	35	2.76
PBUG		
CUM U. Grad	121	2.53
Graduate		

SUPPLEMENTARY TOTALS

Sum For Grand Total Hours
(CUM. UG Hours 121
(Grad Hours ______
(Grand Total Hours 121

25. GRE Scores

Test Date		Verbal		Quantitative		Total	
Mo.	Yr.	Score	%	Score	%	Score	%
2	1975	690	93	660	85		

How many times have you taken the 1 test?

If you plan to take or retake the enter date MO Y ______

FROM: Alice Krump

26. Letter A

TO:

CONCERNING: Alice Phillips

This checklist provides an efficient means by which the University admissions office can interpret your evaluation of the candidate. Please check each quality according to your own standards, as observed in each candidate. Check "No Observation" only if you believe you do not know the person well enough in that aspect of personal qualities to offer an appraisal.

Please complete the "Special Remarks" section for each candidate, providing brief, personal evaluations that supplement the checklist and which provide pertinent insights into the candidate's fitness for study and practice in this program.

	1 Excellent	2 Good	3 Average	4 Poor	No Observation
PERSONALITY: Administrative ability, poise, expression ability, manner and appearance		X			
INITIATIVE: Imagination, resourcefulness		X			
WORK HABITS: Energy, application, reliability		X			
CHARACTER: Honesty, ethics	X				
EMOTIONAL STABILITY		X			
APTITUDE: Demonstrated at work or in class		X			
MOTIVATION: Degree of professional seriousness and unselfishness		X			

SPECIAL REMARKS:

Since July of 1973 Alice has worked in the Counseling Center. She has general secretarial duties and certain research and planning responsibilities. In addition to secretarial duties, she is responsible for administering and scoring most of the tests within the Counseling Center. I have found Alice to be very diligent in performing her duties and recommend her for your program in health services administration.

Recommended highly _____ Recommended X With Reservations _____ Not Recommended _____

DATE 9/74

/S/ Dr. Alice Krump, Director
Counseling Center
Roanoke College

69

FROM: Maxwell Smith

26. Letter B

TO:

CONCERNING: Alice Phillips

This checklist provides an efficient means by which the University admissions office can interpret your evaluation of the candidate. Please check each quality according to your own standards, as observed in each candidate. Check "No Observation" only if you believe you do not know the person well enough in that aspect of personal qualities to offer an appraisal.

Please complete the "Special Remarks" section for each candidate, providing brief, personal evaluations that supplement the checklist and which provide pertinent insights into the candidate's fitness for study and practice in this program.

	1 Excellent	2 Good	3 Average	4 Poor	No Observation
PERSONALITY: Administrative ability, poise, expression ability, manner and appearance	X				
INITIATIVE: Imagination, resourcefulness	X				
WORK HABITS: Energy, application, reliability	X				
CHARACTER: Honesty, ethics	X				
EMOTIONAL STABILITY		X			
APTITUDE: Demonstrated at work or in class		X			
MOTIVATION: Degree of professional seriousness and unselfishness	X				

SPECIAL REMARKS:

I knew and had Alice in my classes during college. In my early observations, I noticed Alice did not take college seriously enough. However, as she progressed in school, I sensed she recognized this and began to initiate some change.

In our discussions I found her to be an assertive and well-informed person who was not afraid to voice her opinion. She was a very competent, personable individual with the potential to make major contributions in the health field.

Recommended highly __X__ Recommended _____ With Reservations _____ Not Recommended _____

DATE 2/75

/S/ Maxwell Smith, Ph.D.
Chairman
Psychology Department

Phillips, Alice

INTERVIEW

1. Family size?

   ** Two children in my family and I'm the younger. **

2. Closeness of your family?

   ** Yes we are, but not gegraphically. **

3. Who provides emotional support?

   ** My mother. **

4. Source of financial support?

   ** Myself, student loans, part-time work. **

5. Ties and responsiblities towards family?

   ** I have to think about that one. I suppose emotional support's the best and communicating with them, keeping in touch. **

6. Whom do you seek for advice in family?

   ** It depends on the problem. I feel really accessible to all of them. **

7. Learning experiences which assisted you?

   ** Well, let's see. I spent a semester studying in Paris, which was very good in teaching me about another culture. It taught me a lot about the way people think about, the way language influences your thinking and cognitions. **

8. Experiences which hindered education development?

   ** Okay, let me see. When I was in school I was a little over-independent and I had trouble accepting authority or anything from teachers, and I always wanted to do things my own way. It hurt me because sometimes the things I should have done I didn't do because I wasn't as cooperative as I could have been. **

9. Function as a student?

   ** I used to have difficulty concentrating because I wasn't really involved in what I was doing. In the past, say three years, I've gotten much more disciplined with myself. I don't anticipate a real problem. **

10. Grade-reflection of true ability?

** No, because there was a lack of motivation and a lack of direction and that kind of obnoxious sense of independence. **

11. Difficult academic areas?

** I can think of specific courses that might've been. I took a religion course once that I really loved but it was hard as heck, but other than that, I don't think I've had any real problem. **

12. Test scores-reflection of true academic potential?

** Reasonably, yeah. **

13. Academic areas easily mastered?

** Psychology and English always came easily to me. **

14. Course areas need assistance?

** I'll give you a general idea. If something doesn't interest me or I don't feel any contingencies about it, I'll probably have more difficulty than with something relevant or interesting. **

15. Participation in extracurricular activities?

** Not much. **

16. Outstanding projects or papers written?

** I've never published anything, but I think I was fairly consistent in doing a good job on research papers. **

17. Health or hospital administration experience?

** None. **

18. Involvement in community organizations?

** Uh, let me see. I've been a volunteer for a national scholastics organization. I sponsor a foster child overseas, and I'm in a meditation and service society. **

19. Community service preference?

** I guess health services. I think family planning would be a very important thing and um, providing advisory facilities for people who need references--you know, where can I turn to for this problem. **

20. Interest in health or hospital administration?

** I really enjoy the health field. I think things that are going on in medicine are really fascinating, and I'm very concerned about health, in terms of community health, and the health problems of modern man, I suppose. I also enjoy organizational work. I really enjoy the stimulation of dealing with a lot of different kinds of people, and that could be the crux ot it. **

21. Clientele preference?

** I don't really have any preconceptions about that. I'd like a diverse clientele. **

22. Leadership experiences?

** To a degree. I taught an instructor's psych lab when I was a senior in college. I've worked on several projects. I worked for a psychologist, doing research on a vocational assessment program, and I was really in charge of research. In the computer center I completed a number of information dissemination projects. **

23. Reasons few minorities in health or hospital administration?

** I think it's a general trend that minorities tend not to be in professional work. Lack of access to it, lack of finances, lack of exposure to the possibilities, perhaps other more immediate comitments. A woman might also have a family she might be responsible for. **

24. Reaction to situations where we felt we were not treated as we thought we should have been?

** I tend not to take things like that lying down. If I feel I'm treated unjustly, whether that person is a superior or just a friend, or a subordinate, or a parent or whatever, I will speak up for myself. I don't try to make extra trouble or create more fuel for the fire but I don't let people run over me, I don't care who they are. **

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25. Ability to study or work under pressure?

** About average. **

26. Alternative careers in health?

** Possibly social work. **

APPLICATION

1. SSN 302-83-5582 2. NAME Quinlan, Rick
Last First Middle Suffix

3. Preferred Mailing Address 3804 NE 86th Street Seattle
Street City

Washington 98115 Telephone 206-922-2192
State Zip Code Area Code Number

4. Permanent Address Same
Street City

Telephone
State Zip Code Area Code Number

5. Citizenship U.S. 6. Male (X) Female ( ) 7. Age 31
Country

8. Birth Date 8/3/44 9. Birth Place Lyndhurst Ohio
Mo. Day Year City County State

10. Marital Status: Single ( ) Married (X) Widowed ( ) Divorced ( ) Separated ( )

11. Number of Children -0-

12. How do you describe yourself: (optional)

( ) Black/Afro-American
( ) American Indian
(X) White/Caucasian
( ) Mexican/American or Chicano
( ) Oriental/Asian-American
( ) Puerto Rican (Mainland)
( ) Puerto Rican (Commonwealth)
( ) Cuban
( ) Other

13. Do you wish to be considered as a minority group applicant? Yes ( ) No (X)

14. Secondary School C.F. Bush H.S., Lyndhurst, Ohio 1960
Name City State Year of Graduation

15. (A) All Undergraduate Colleges Attended. (List in chronological order)

Institution	Campus/State	Dates	Degree	Major
University of Cincinnati	Cincinnati, Ohio	1964-70	B.A.	English
Cleveland State University	Cleveland, Ohio	1962-63	Special Student	

(B) Graduate or Professional School Attended.

Institution	Campus/State	Dates	Degree	Major

16. If in graduate school, have you been accepted as a degree candidate? Yes ( ) No ( )

17. Have you had any military experience? Yes ( ) No (X) If "yes," complete the following:

Branch of Service

18. Has your education to date been continuous other than for vacation? Yes ( ) No (X)
If "no," or if not now in college, indicate what you have done while out of school or since graduation.

Dropped out of college in 1964; returned in the Fall of 1965.
Dropped out again in October 1966 and returned again in the Fall of 1967 to complete
undergraduate work and graduate in 1970.

19. In what extracurricular, community and/or avocational activities have you participated while in college or subsequently? (Include offices held)

Drama club, intramural sports

20. Have you been employed during college? Yes ( ) No (X) If "yes," specify type of work, hours, year.

21. Have you been employed since college or graduate school? Yes (X) No ( )

If "yes," specify type of work.
A. Currently: The Seattle Hospital & Medical Center – Purchasing Agent
B. Previously:

22. Personal Statement: (optional)

Quinlan, Rick

I am applying to your program in health services administration because of my belief that the role of the administrator is a key one in the health care delivery system. My present position as a hospital purchasing agent has given me ample opportunity to see firsthand the "difference" an administrator can make in providing quality health care.

I see the role of the health administrator as one that can effect change in society through working within the system, thereby significantly improving the lives of many. I believe that becoming a health administrator is both an idealistic and practical goal for myself. Unlike my undergraduate education, which was largely irrelevant, a program in health administration will give me the training to achieve my goal.

23. TRANSCRIPT

SSN 302-83-5582 Name Quinlan (Last) Rick (First) (Middle)

College	Location	Academic Status	Year	Term	Course Name	Number	Actual Grade	Hours
							A B C	
Cleveland State U, Ohio			62	F	Comp & Rdg	416	Credit	
					Comp & Rdg	417	A	3
					U.S. 1763-Present	403	C	5
					Types Philo	400	C	3
					Intro Soc	401	B	5
					Soc Wk Sur	301	B	1
			63	W	Comp & Rdg	418	A	3
					U.S. 1763-Present	404	C	5
					Intro Ethics	405	C	5
					Am Nat'l Gov't	401	A	5
				S	Intro Euro Lot	403	F	3
					Elem German	401	F	5
					Gen Psych	401	F	5
					Soc Trends	402	A	5
Univ of Cincinnati, Ohio			64	Su	Elem German	401	Credit	
				F	Am Lit	510	F	3
					Elem German	402	F	5
					Frn Govts Pol	509	B	5
					Gen Psychology	401	C	5
			65	F	Am Lit	510	B	5
					Intro Logic	402	C	5
					Soc Sci Stat	511	A	5
			66	W	Intro Poetry	520	B	5
					First Yr College Math	416	C	5
					Esthetics	515	B	5
				S	Outlines of Economics	506	C	5
					Elem German	402	F	5
					Pts View Ancient	551	D	3
			67	F	Intro Geology	100	D	5
			68	W	Elem German	102	D	5
				S	Masterpieces Lit	294	A	5
				F	Critical Writing	302	A	5
			69	W	Shakespeare	520	A	5
					Elem French	101	A	5
					W Civ 1815-Present	102	A	5
				S	Gen Biology	100	B	5
					Lat Lit Transl	221	A	5
					Elem French	102	A	5
					Classics Transl French	271	A	3
				Su	Gen Botany	102	B	5
					Am Lit 1865-1914	552	A	5
					Int French	103	A	5
				F	Romantic Poetry	540	A	5
					Existentialism	617	B	3
			70	W	Individual Studies	693	Passed	
					Intro Art	190	Passed	

College	Location	Academic Status	Year	Term	Course Name	Number	Actual Grade A B C	Hours
			70	S	18th Century Lit	535	A	5
					Hygiene Health & Ed	101	Passed	
				Su	Intro Linquistics	601	Passed	
					Sr Sem & Tutorial	699	A	5

24. GPA's and CREDIT HOURS

Academic Status	Hours	GPA
Freshman	53	2.23
Sophomore	61	2.02
Junior	53	3.25
Senior	38	3.79
PBUG		
CUM U. Grad	205	2.71
Graduate		

SUPPLEMENTARY TOTALS

Sum For Grand Total Hours
(CUM. UG Hours 205
(Grad Hours ____
(Grand Total Hours 205

25. GRE Scores

Test Date Mo.	Test Date Yr.	Verbal Score	Verbal %	Quantitative Score	Quantitative %	Total Score	Total %
1	73	780	99	540	56		

How many times have you taken the ____ test?

If you plan to take or retake the ____ enter date NO

FROM: Paul Jones

26. Letter A

TO:

CONCERNING: Rick Quinlan

This checklist provides an efficient means by which the University admissions office can interpret your evaluation of the candidate. Please check each quality according to your own standards, as observed in each candidate. Check "No Observation" only if you believe you do not know the person well enough in that aspect of personal qualities to offer an appraisal.

Please complete the "Special Remarks" section for each candidate, providing brief, personal evaluations that supplement the checklist and which provide pertinent insights into the candidate's fitness for study and practice in this program.

	1 Excellent	2 Good	3 Average	4 Poor	No Observation
PERSONALITY: Administrative ability, poise, expression ability, manner and appearance		X			
INITIATIVE: Imagination, resourcefulness	X				
WORK HABITS: Energy, application, reliability		X			
CHARACTER: Honesty, ethics		X			
EMOTIONAL STABILITY		X			
APTITUDE: Demonstrated at work or in class	X				
MOTIVATION: Degree of professional seriousness and unselfishness	X				

SPECIAL REMARKS:

An article in a recent issue of Hospitals entitled "On employment of big spenders and other instruments of self-defeat" reminds me of an incident I witnessed involving Rick Quinlan.

Hospitals are beset by people with great ideas involving large expenditures and Rick is frequently encountering these enthusiasts. A nursing supervisor with a great way to spend money entered Rick's office with her great idea and I watched Rick bring her back to reality so subtly that he failed to dampen her enthusiasm while at the same time saving the hospital considerable money. At other times, I have watched him apply pressure to get suppliers to hasten their deliveries and do "the impossible" without ever raising his voice to accomplish it.

Rick may sometimes be too subtle but it has proven to be an effective way to attain desirable ends.

Recommended highly _____ Recommended X With Reservations _____ Not Recommended _____

DATE 2/75

/S/ Paul Jones, Administrator
Seattle Medical Center

FROM: Jan Karlewsky 26. Letter B

TO:

CONCERNING: Rick Quinlan

This checklist provides an efficient means by which the University admissions office can interpret your evaluation of the candidate. Please check each quality according to your own standards, as observed in each candidate. Check "No Observation" only if you believe you do not know the person well enough in that aspect of personal qualities to offer an appraisal.

Please complete the "Special Remarks" section for each candidate, providing brief, personal evaluations that supplement the checklist and which provide pertinent insights into the candidate's fitness for study and practice in this program.

	1 Excellent	2 Good	3 Average	4 Poor	No Observation
PERSONALITY: Administrative ability, poise, expression ability, manner and appearance	X				
INITIATIVE: Imagination, resourcefulness		X			
WORK HABITS: Energy, application, reliability	X				
CHARACTER: Honesty, ethics		X			
EMOTIONAL STABILITY		X			
APTITUDE: Demonstrated at work or in class	X				
MOTIVATION: Degree of professional seriousness and unselfishness	X				

SPECIAL REMARKS:

He has an unusual ability to get along with a variety of people and subtly influence them through discussion and never with arguments.

He tends to be quiet and shy when he first meets people and he needs more self-confidence in his approach to business associates who are his superiors.

His career plans have been well thought out. He always maintains an aura of calm, even under pressure. He has a deep interest in the welfare of others and an unusual ability to relate to people, yet he is also practical and realistic and capable of exerting influence.

He has strong opinions but is willing to listen and discuss, and demonstrates respect for others.

Recommended highly X Recommended ____ With Reservations ____ Not Recommended ____

DATE 2/75

/S/ Jan Karlewsky, Asst. Director Dietetics

Seattle Medical Center
Seattle, Washington

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Quinlan, Rick

INVERVIEW

1. Family size:

   ** A family of five, I was the first boy among three. **

2. Closeness of your family?

   ** Moderately close. **

3. Who provides emotional support?

   ** Mother, father, sister and brother, measurably. **

4. Source of financial support?

   ** I hope the State of California. **

5. Ties and responsibilities towards family?

   ** Mutual support, both emotional and financial. **

6. Whom do you seek for advice in family?

   ** My wife. **

7. Learning experiences which assisted you?

   ** My better undergraduate major courses--I did some brainwork--in terms of value of professional study, discipline and all, so I imagine it was half a dozen or so professors, probably because of the demands they made. **

8. Experiences which hindered educational development?

   ** I can't think of any. I feel I'm an above average student. **

9. Function as a student?

   ** I function in a fairly disciplined thorough manner compared to my first two years of undergraduate school. And at some point I came to realize that I had to spend two hours out of class for each hour in, sometimes more, and I realized I wasn't getting anything out of it unless I did that and became a disciplined student. **

10. Grades-reflection of true ability?

** My last two years do. **

11. Difficult academic areas?

** Mathematical, beyond the level of secondary algebra. **

12. Test scores-reflection of true academic potential?

** I like to think my GRE and MAT reflect my GRE verbal and I'm not sure about my GRE math - 60 percentile, that may be right. **

13. Academic areas easily mastered?

** Social studies and humanities. **

14. Course areas need assistance?

** Depending on how heavy the math program is, I might need outside assistance in math courses. **

15. Participation in extracurricular activities?

** During undergraduate school I participated in a lot of extracurricular activities. **

16. Outstanding projects or pa pers written?

** Primarily the papers I worked on in my English upper class, but I imagine that's an academic question rather than extracurricular. **

17. Health or hospital administration experiences?

** I worked as an orderly, a pharmacy technician, as a fire advisor and now advisor to the entire hospital. And I've experienced association with hospital administration interns and working with administrators as well. **

18. Involvement in community organizations?

** One kind of community organization was with the Red Cross as a first aid instructor. **

19. Community service preference?

** I'm interested in developing community policies, or transportation, housing, or health care. **

20. Interest in health or hospital administration?

** I'm interested because I feel more satisfied with work of a public nature rather than private and I feel equal health care to everyone is an essential right along with the Constitution. And since it's personally satisfying and I feel here are extrinsic useful goals. I'm interested in hospital administration maybe because I've been in hospitals and seen some very incompetent administrators, whom I should like to be trained to replace. **

21. Clientele preference?

** Ordinarily the public not the private hospitals, the community based ambulatory care clinics, health facilities, and eventually regional or national policy making role. **

22. Leadership experiences?

** Yes,numerous student organizations in my undergraduate career. I was one of two other guys in the SDS after having spent several years on doctrinaire. These and libertarian left organizations. And I had a leadership experience that you can classify--I hiked with the Mountaineers and taught first aid classes, instructing seminars in several committees (or sub-committees) of the first aid committee of the Mountaineers. **

23. Reasons few minorities in health or hospital administration?

** Probably because of the dominance of the AMA and other established mainstream groups in the field. As a group, doctors can make a person feel very unwelcome if a person doesn't conform to the norms of a physician. And I think minorities are very susceptible to this--being forced to feel outsiders for no good reason. **

24. Reaction to situations where we felt we were not treated as we though we should have been?

** Given to anger and frustration, hostilities and depression. **

25. Ability to study or work under pressure?

** My ability is as much as needs to be done. If I have to lock myself up and concentrate, I just devote whatever time is necessary. **

26. Alternative careers in health?

** I always have the alternative of pursuing the purchasing that I'm doing now, but I don't think of it as a life-long opportunity. **

APPLICATIONS

Richards, Sean

Thomas, Viola

APPLICATION

1. SSN 536-64-8413

2. NAME Richards (Last) Sean (First) ___ (Middle) ___ (Suffix)

3. Preferred Mailing Address 5508 Lincoln Way, N.E. (Street) Seattle (City)

Washington (State) 98105 (Zip Code) Telephone 206-532-6959 (Area Code) (Number)

4. Permanent Address Same (Street) ___ (City)

___ (State) ___ (Zip Code) Telephone ___ (Area Code) ___ (Number)

5. Citizenship U.S. (Country)

6. Male (X) Female ( )

7. Age 23

8. Birth Date 5/15/52 (Mo. Day Year)

9. Birth Place Takoma (City) ___ (County) Washington (State)

10. Marital Status: Single (X) Married ( ) Widowed ( ) Divorced ( ) Separated ( )

11. Number of Children -0-

12. How do you describe yourself: (optional)

( ) Black/Afro-American
( ) American Indian
(X) White/Caucasian
( ) Mexican/American or Chicano
( ) Oriental/Asian-American
( ) Puerto Rican (Mainland)
( ) Puerto Rican (Commonwealth)
( ) Cuban
( ) Other ___

13. Do you wish to be considered as a minority group applicant? Yes ( ) No (X)

14. Secondary School M.J. Benjamin H.S., Seattle, Washington (Name City State) 1970 (Year of Graduation)

15. (A) All Undergraduate Colleges Attended. (List in chronological order)

Institution	Campus/State	Dates	Degree	Major
Eastern Washington St. Coll.	Washington	9/70-6/74	B.S.	Environmental Health

(B) Graduate or Professional School Attended.

Institution	Campus/State	Dates	Degree	Major

16. If in graduate school, have you been accepted as a degree candidate? Yes ( ) No ( )

17. Have you had any military experience? Yes ( ) No (X) If "yes," complete the following:

Branch of Service

18. Has your education to date been continuous other than for vacation? Yes ( ) No (X)
If "no," or if not now in college, indicate what you have done while out of school or since graduation.

Received grant from the county to study sanitation. Working in the Physicians Hospital as a laboratory assistant.

19. In what extracurricular, community and/or avocational activities have you participated while in college or subsequently? (Include offices held)

Hospital volunteer orderly

20. Have you been employed during college? Yes ( ) No (X) If "yes," specify type of work, hours, year.

21. Have you been employed since college or graduate school? Yes (X) No ( )

If "yes," specify type of work.
A. Currently: Physicians Hospital, Seattle, Washington
B. Previously: County Health Department

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22. Personal Statement: (optional) Richards, Sean

In college I discovered that I had quite an aptitude for science. Science courses were fairly easy for me and I found them interesting. Because of this, I began to think that a career in the health field would be a most desirable one for me. Alternatively, I have considered environmental health, medicine, and hospital administration.

My decision in favor of hospital administration was prompted by my hospital work experience. In both my paid position as a lab assistant and as a volunteer orderly, I have observed the complexity of hospital organization. Such complexity demands a great deal of an administrator. He or she must possess a knowledge not only of health care, but of management and organization. I feel that my undergraduate education has given me a strong scientific background and I am applying to your program to obtain the knowledge and the skills of management necessary to become an effective administrator.

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23. TRANSCRIPT

SSN 536-64-8413 Name Richards Sean
Last First Middle

College	Location	Academic Status	Year	Term	Course Name	Number	Actual Grade A	Actual Grade B	Actual Grade C	Hours
Eastern Washington State			70	F	Survey Gen Chem	101	A			4
College, Washington					Chem Lab	101	A			1
					Eng Comp	101	A			3
					Gen Psychology	100	A			4
			71	W	Sur Organic Chem	102	A			4
					Fund of Algebra	145	A			4
					Soc Prob	145	A			5
				S	Survey of Bio Chem	103	A			4
					College Algebra	163		B		5
					Intro Philos	207	A			5
					Gen Psych	200		B		4
				F	Bio	110		B		4
					Gen Chemistry	181	A			4
					Chem Lab	181		B		1
					Cul & Pers	355	A			4
			72	W	Seminar Mex Art	495	A			5
					Cul His Mex	398		B		5
					Beg Spanish	151	A			5
				S	Gen Anthro	100	A			5
					Biology	111	A			4
					Gen Chemistry	182		B		4
					Chem Lab	182	A			1
				F	Genetics	365		B		4
					Composition	301		B		3
					Trigonometry	165	A			3
					Elem Physics	161		B		3
			73	W	Biology	112	A			4
					Elem Physics	162	A			5
					Soc Theo	350	A			5
				S	Gen Chemistry	183		B		2
					Qualit Anal	185		B		3
					Elem Physics	163	A			5
					Sem/Cult Rev	499	A			5
				Su	State Local	230	A			5
					Embryo	348	A			5
					Intro Econ	244	A			5
				F	Microbio	370		B		5
					Org Chem	361	A			3
					Org Lab	361	A			2
					Climatology	388	A			4
					Epidemiology	458			S	-
			74	W	Plant Phys	360	A			5
					Org Chem	362	A			3
					Org Lab	362		B		2
					Control Fld Ex	490		B		5
				S	Sel St Bio	451		B		3

College	Location	Academic Status	Year	Term	Course Name	Number	Actual Grade			Hours
							A	B	C	
			74	S	Found Comm	207	A			4
					Org Rsch & Perf	400	A			1
					Sem/Env St	459		B		4

24. GPA's and CREDIT HOURS

Academic Status	Hours	GPA
Freshman	43	3.79
Sophomore	42	3.66
Junior	57	3.74
Senior	41	3.34
PBUG		
CUM U. Grad	183	3.64
Graduate		

SUPPLEMENTARY TOTALS

Sum For Grand Total Hours
(CUM. UG Hours 183
(Grad Hours
(Grand Total Hours 183

25. GRE Scores

Test Date		Verbal		Quantitative		Total	
Mo.	Yr.	Score	%	Score	%	Score	%
4	74	500	50	440	31		

How many times have you taken the _____ test?

If you plan to take or retake the _____ enter date NO

FROM: Richard Ellwood

26. Letter A

TO:

CONCERNING: Sean Richards

This checklist provides an efficient means by which the University admissions office can interpret your evaluation of the candidate. Please check each quality according to your own standards, as observed in each candidate. Check "No Observation" only if you believe you do not know the person well enough in that aspect of personal qualities to offer an appraisal.

Please complete the "Special Remarks" section for each candidate, providing brief, personal evaluations that supplement the checklist and which provide pertinent insights into the candidate's fitness for study and practice in this program.

	1 Excellent	2 Good	3 Average	4 Poor	No Observation
PERSONALITY: Administrative ability, poise, expression ability, manner and appearance		X			
INITIATIVE: Imagination, resourcefulness	X				
WORK HABITS: Energy, application, reliability		X			
CHARACTER: Honesty, ethics		X			
EMOTIONAL STABILITY		X			
APTITUDE: Demonstrated at work or in class	X				
MOTIVATION: Degree of professional seriousness and unselfishness	X				

SPECIAL REMARKS:

He is intelligent, cooperative and punctual, and has an inquiring mind. I have the feeling that he is always learning.

In his patient contacts as a phlebotomist, he remains calm and unruffled, even when the task is difficult. He asks for help when it is appropriate.

He appears to have the intellect, stability, integrity, and personality which would make him effective in such a position.

Recommended highly ____ Recommended X With Reservations ____ Not Recommended ____

DATE 2/75

/S/ Richard Ellwood, M.D., Pathologist
Physicians Hospital
Seattle, Washington

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FROM: Ira Schwarz

26. Letter B

TO:

CONCERNING: Sean Richards

This checklist provides an efficient means by which the University admissions office can interpret your evaluation of the candidate. Please check each quality according to your own standards, as observed in each candidate. Check "No Observation" only if you believe you do not know the person well enough in that aspect of personal qualities to offer an appraisal.

Please complete the "Special Remarks" section for each candidate, providing brief, personal evaluations that supplement the checklist and which provide pertinent insights into the candidate's fitness for study and practice in this program.

	1 Excellent	2 Good	3 Average	4 Poor	No Observation
PERSONALITY: Administrative ability, poise, expression ability, manner and appearance	X				
INITIATIVE: Imagination, resourcefulness		X			
WORK HABITS: Energy, application, reliability		X			
CHARACTER: Honesty, ethics		X			
EMOTIONAL STABILITY		X			
APTITUDE: Demonstrated at work or in class	X				
MOTIVATION: Degree of professional seriousness and unselfishness		X			

SPECIAL REMARKS:

He has a pleasing personality. Persists in his work. Plans his work and is efficient.

After I explained the goals of his special assignment, Mr. Richards made field contacts, gathered data, compiled information and tabulated the whole environmental health program for computer records with a minimum of supervision.

Sean has been a very good student, a reliable employee and when the time comes for him to be a responsible leader, he will do this well also.

I expect Mr. Richards to do well in all of his planned activities.

Recommended highly ____ Recommended X With Reservations ____ Not Recommended ____

DATE 2/75

/S/ Ira Schwarz

County Health Department
Director of Environmental Health

FROM: Ralph Zlotnick 26. Letter C

TO:

CONCERNING: Sean Richards

This checklist provides an efficient means by which the University admissions office can interpret your evaluation of the candidate. Please check each quality according to your own standards, as observed in each candidate. Check "No Observation" only if you believe you do not know the person well enough in that aspect of personal qualities to offer an appraisal.

Please complete the "Special Remarks" section for each candidate, providing brief, personal evaluations that supplement the checklist and which provide pertinent insights into the candidate's fitness for study and practice in this program.

	1 Excellent	2 Good	3 Average	4 Poor	No Observation
PERSONALITY: Administrative ability, poise, expression ability, manner and appearance	X				
INITIATIVE: Imagination, resourcefulness		X			
WORK HABITS: Energy, application, reliability		X			
CHARACTER: Honesty, ethics					X
EMOTIONAL STABILITY					X
APTITUDE: Demonstrated at work or in class	X				
MOTIVATION: Degree of professional seriousness and unselfishness		X			

SPECIAL REMARKS:

Desire, follow through, judgment, ability to get along, thinks things through, plans ahead.

He sought the opportunity through channels to meet with representatives of administration to discuss his career goals. He always used good judgment in using this opportunity.

My judgment is that he has thought through his plans very thoroughly over several years.

Gives promise of growth and leadership potential.

Recommended highly X Recommended ____ With Reservations ____ Not Recommended ____

DATE 2/75

/S/ Ralph Zlotnick, Assistant Director
Physicians Hospital
Seattle, Washington

Richards, Sean

INTERVIEW

1. Family size?

   ** I am the youngest of five children in the family. **

2. Closeness of your family?

   ** Yes, very much so. **

3. Who provides emotional support?

   ** I would say my father more than anyone. **

4. Source of financial support?

   ** From myself, my father and perhaps my grandfather. **

5. Ties and responsibilities towards family?

   ** Considerable. My father has really helped out, emotionally and financially, so I try and keep in touch with him. I go down to eat dinner with him in Tacoma at least once every two weeks, and talk to him on the phone regularly. **

6. Whom do you seek for advice in family?

   ** Either my eldest sister, Carol, or my father. **

7. Learning experiences which assisted you?

   ** A dynamic teacher in sociology really inspired me. I had a field study class with the environmental health director, and it opened up a lot of areas that I didn't even know existed. I received an environmental health grant last summer and worked in the San Juan Islands. I matured a great deal. **

8. Experiences which hindered educational development?

   ** Well, I look back and am kind of chagrined at some of the speeches I made. I think too often they tended to be legislative in their approach and I should have been on a more personal level. **

9. Function as a student?

** I study a lot. I really don't think I have the aptitude itself, but I really apply myself. **

10. Grades-reflection of true ability?

** Yes. **

11. Difficult academic areas?

** Well, perhaps the most difficult was the quantitative aspect of chemistry. **

12. Test scores-reflection of true academic potential?

** I think that my MAT scores are indivative of my ability. My GRE test scores are high seventies and that's a little bit below what I hoped for. **

13. Academic areas easily mastered?

** Social sciences and humanities. **

14. Course areas need assistance?

** Statistics and accounting. **

15. Participation in extracurricular activities?

** Yes. I volunteered in a hospital during my junior year of college for one quater long--I was an orderly and I did that about five hours a week. **

16. Outstanding projects or papers written?

** Well, I consider one paper I did on Health Maintenance Organization good. I did it in my senior year. I was assigned to do it--to do some paper on environmental health but I couldn't find anything that interested me. **

17. Health or hospital administration experiences?

** Well, the grant. I was in environmental health and I've now been working since September of 1974 to present time at the Physicians Hospital in Seattle where I'm working as a laboratory assistant. **

18. Involvement in community organizations?

** I don't believe I've served in any. **

19. Community service preference?

** I would want to participate in those that are educational--those services that would inform the public as to the area of health. **

20. Interest in health or hospital administration?

** Well, that's a very hard question to answer and I really have to say--to put it in simplified terms--the administrator himself must deal with many facets. He's got budgetary concerns, financial concerns, hospital operations, ethical, legal. He's not into one area at all times. **

21. Clientele preference?

** I would hope that I would be associated with an urban hospital because they tend to have much more community services--and this is what I'd like that hospital to be known for--its outstanding services. **

22. Leadership experiences?

** None. **

23. Reasons few minorities in health or hospital administration?

** That's a very complex question. Well, I would say that the educational opportunity in the past, maybe not so much today--mostly in the past--the opportunity has not been there for them to study, to obtain those classes that are necessary to go on for an administrative degree. **

24. Reaction to situations where we felt we were not treated as we though we should have been?

** Well, I can be fairly naive sometimes--perhaps that's it, but I usually stick it out until the bitter part of it. **

25. Ability to study or work under pressure?

** I would say above average, but I don't like to cram. I get into those test situations where you have to cram, and I don't do well. **

26. Alternative careers in health?

** Yes, environmental health as well as medicine. **

APPLICATION

1. SSN 527-09-6631 2. NAME Thomas Viola
Last First Middle Suffix

3. Preferred Mailing Address Box 161 Juliaetta
Street City

Idaho 83535 Telephone 208-428-4107
State Zip Code Area Code Number

4. Permanent Address Star Route Tensed
Street City

Idaho 83870 Telephone 208-178-4452
State Zip Code Area Code Number

5. Citizenship U.S.
Country

6. Male ( ) Female (X) 7. Age 23

8. Birth Date 10/20/52
Mo. Day Year

9. Birth Place Tensed Idaho
City County State

10. Marital Status: Single (X) Married ( ) Widowed ( ) Divorced ( ) Separated ( )

11. Number of Children -0-

12. How do you describe yourself: (optional)

( ) Black/Afro-American
(X) American Indian
( ) White/Caucasian
( ) Mexican/American or Chicano
( ) Oriental/Asian-American
( ) Puerto Rican (Mainland)
( ) Puerto Rican (Commonwealth)
( ) Cuban
( ) Other

13. Do you wish to be considered as a minority group applicant? Yes (X) No ( )

14. Secondary School Tensed H.S., Tensed, Idaho 1971
Name City State Year of Graduation

15. (A) All Undergraduate Colleges Attended. (List in chronological order)

Institution	Campus/State	Dates	Degree	Major
Gonzaga University	Spokane, WA	1973-75	B.S.	Medical Records
Evergreen State College	Olympia, WA	1971-73	Transferred	

(B) Graduate or Professional School Attended.

Institution	Campus/State	Dates	Degree	Major

16. If in graduate school, have you been accepted as a degree candidate? Yes ( ) No ( )

17. Have you had any military experience? Yes ( ) No (X) If "yes," complete the following:

Branch of Service ______

18. Has your education to date been continuous other than for vacation? Yes (X) No ( )
If "no," or if not now in college, indicate what you have done while out of school or since graduation.

19. In what extracurricular, community and/or avocational activities have you participated while in college or subsequently? (Include offices held)

I have participated in a Medical Records sorority at college.

20. Have you been employed during college? Yes (X) No ( ) If "yes," specify type of work, hours, years.

21. Have you been employed since college or graduate school? Yes ( ) No (X)

If "yes," specify type of work. A. Currently: None

B. Previously: Assistant Supervisor of Housekeeping

22. Personal Statement: (optional) Thomas, Viola

I am applying to your program in health administration so I can learn to help my people. I am a Nez Perce Indian. I grew up on a reservation near Tensed, Idaho. There has never been a Nez Perce administrator at our hospital. I think this is unfortunate. When I was in junior college I worked in a hospital. This experience made me realize how much my people need good health care. Most of the hospital's staff spoke only English. This made it very difficult for them to help many of my people. I think that a well trained Nez Perce would understand the problems of my people. Also, it would be better if there were more professionals working on the reservation. They would provide an example to many of our young people.

I think that if I further my education I could help my people. That is why I majored in medical records administration as an undergraduate. I know that if I am admitted I will have to work very hard, but I think that my college major and my work in a hospital will be of help to me.

23. TRANSCRIPT

SSN 527-09-6631 Name Thomas Viola

Last First Middle

College	Location	Academic Status	Year	Term	Course Name	Number	Actual Grade A B C	Hours
Evergreen State College,	Olympia, WA	71-	72	F/S	Med Term	170	B	2
					Basic Eng	019	C	3
					Human Anat	141	D	4
					Med Term	172	B	2
					Fresh Eng	101	C	3
			72	Su	Fresh Eng	102	D	3
					Sur Data Proc	123	C	3
		72-	73	F/S	Arith Rev	005	C	3
					Intro Soc	101	C	3
					Dir Prac I	249	B	1
					Human Anat	142	D	4
					Intro Art	100	A	3
					Gen Psych	101	C	3
Gonzaga University,	Spokane, WA		73	F	Prob Stat	381	F	3
					Gen Chem	101	C	3
					Lab	301	C	1
					Logic	312	F	3
					Man & Religion	330	C	3
					Intro Speech	321	B	3
					Elem Spanish	311	B	3
			74	S	Pers Mgt	354	C	3
					Fund Concepts Math	301	D	3
					Abnormal Psych	331	B	3
					Psych Testing	321	A	3
					Elem Span	312	C	3
				Su	Basic Micro	381	C	3
					Lab	181	C	1
					Social Prob	321	C	3
					Ecumenism	334	B	3
					Com of Spokane	363	B	3
					Christian Marr	337	C	3
				F	Bus Law	317	D	3
					Directed Prac	205	B	2
					Org Admn	302	B	3
					Pract Soc Sci	291	A	2
					Soc Psych	351	B	3
					Christ Worship	362	B	3
					Stat Behav Sci	381	A	3
			75	S	Legal Asp Med Rec	201	B	2
					Intro Med Rec Ad	302	C	3
					Fund Med Sci	304	B	3
					Fund Med Sci	305	B	3
					Classification Syst	303	B	3
					Stat & ICDA	304	B	3

College	Location	Academic Status	Year	Term	Course Name	Number	Actual Grade A B C	Hours

24. GPA's and CREDIT HOURS

Academic Status	Hours	GPA
Freshman	20	1.85
Sophomore	17	2.18
Junior	50	2.16
Senior	36	2.89
PBUG		
CUM U. Grad	123	2.33
Graduate		

SUPPLEMENTARY TOTALS

Sum For Grand Total Hours
(CUM. UG Hours 123
(Grad Hours ______
(Grand Total Hours 123

25. GRE Scores

Test Date		Verbal		Quantitative		Total	
Mo.	Yr.	Score	%	Score	%	Score	%
3	74	300	06	260	02		

How many times have you taken the _____ test?

If you plan to take or retake the _____ enter date MO Y

FROM: Warren Evans 26. Letter A

TO:

CONCERNING: Viola Thomas

This checklist provides an efficient means by which the University admissions office can interpret your evaluation of the candidate. Please check each quality according to your own standards, as observed in each candidate. Check "No Observation" only if you believe you do not know the person well enough in that aspect of personal qualities to offer an appraisal.

Please complete the "Special Remarks" section for each candidate, providing brief, personal evaluations that supplement the checklist and which provide pertinent insights into the candidate's fitness for study and practice in this program.

	1 Excellent	2 Good	3 Average	4 Poor	No Observation
PERSONALITY: Administrative ability, poise, expression ability, manner and appearance	X				
INITIATIVE: Imagination, resourcefulness		X			
WORK HABITS: Energy, application, reliability	X				
CHARACTER: Honesty, ethics	X				
EMOTIONAL STABILITY	X				
APTITUDE: Demonstrated at work or in class		X			
MOTIVATION: Degree of professional seriousness and unselfishness	X				

SPECIAL REMARKS:

It is my pleasure to recommend to you Viola Thomas for the Graduate Program in Health Care Administration. I have known Viola for a year and a half, both as a friend and as a student in my psychology classes. I find her willing and able to do any work put before her, and without fail the work is of very good quality and prompt. She has always wanted to use her education to help the Indian in Idaho and I feel that she is sincere in this since she is from the Nez Perce Tribe.

I feel that Viola will be a unique asset to your program and should be given serious consideration.

Recommended highly X Recommended ____ With Reservations ____ Not Recommended ____

DATE 2/75

/S/ Warren Evans
Counseling Department
Gonzaga University

104

FROM: Jim Stanley

26. Letter B

TO:

CONCERNING: Viola Thomas

This checklist provides an efficient means by which the University admissions office can interpret your evaluation of the candidate. Please check each quality according to your own standards, as observed in each candidate. Check "No Observation" only if you believe you do not know the person well enough in that aspect of personal qualities to offer an appraisal.

Please complete the "Special Remarks" section for each candidate, providing brief, personal evaluations that supplement the checklist and which provide pertinent insights into the candidate's fitness for study and practice in this program.

	1 Excellent	2 Good	3 Average	4 Poor	No Observation
PERSONALITY: Administrative ability, poise, expression ability, manner and appearance		X			
INITIATIVE: Imagination, resourcefulness	X				
WORK HABITS: Energy, application, reliability	X				
CHARACTER: Honesty, ethics	X				
EMOTIONAL STABILITY		X			
APTITUDE: Demonstrated at work or in class		X			
MOTIVATION: Degree of professional seriousness and unselfishness	X				

SPECIAL REMARKS:

I am writing to recommend Viola Thomas for admission to the M.A. program in Health Care Administration. Miss Thomas is a Nez Perce Indian from Idaho. She plans to return to the reservation and work in the hospital and possibly train other Nez Perce to accomplish in her chosen area.

My wife and I have known Viola for two years. She is exceedingly intelligent and a fine young person in every way. Although it has been difficult for Viola to learn a foreign language (English) and the ways of so alien a culture as ours, she has adjusted beautifully. Miss Thomas should be considered for an assistantship and/or a scholarship. I am sure she could use the money, as her family does not have a great deal of money.

Recommended highly X Recommended ____ With Reservations ____ Not Recommended ____

DATE 2/75

/S/ Jim Stanley

Art Department

Thomas, Viola

INTERVIEW

1. Family size?

   ** I come from a family of six. I have three younger sisters. **

2. Closeness of your family?

   ** My parents are deceased a nd I'm about the only one that keeps my siblings together. **

3. Who provides emotional support?

   ** My aunt. **

4. Source of financial support?

   ** I hope from the Nez Perce tribe and the Indian health authority, and possibly something from here, like financial aid or EOG or something, because that's the only way I can finish.

5. Ties and responsibilities towards family?

   ** I don't know how to answer that. I feel like I have set a good example for my youngest sisters to finish their education. I feel like I have a great responsibility to them. I feel the girls need me more now—as a mother and father, you kno w. **

6. Whom do you seek for advice in family?

   ** Presently I'm residing in Star Route, Idaho with an aunt who really is my legal guardian. Since my parents' death she's the only one I've ever turned to for advice. She's a very understanding woman, and I turn to her all the time for advice and other things. **

7. Learning experiences which assisted you?

   ** I've learned how to get along with people, different kinds of people, and I've learned how to take criticism and to adjust to discriminations and prejudices. I've tried to be unbiased towards things and to have all different points of view rather than being closed minded. I think that's been a really big help to me. **

8. Experiences which hindered educational development?

** My grades. When I came, I don't know, maybe it was a culture shock or something, but I studied and studied and studied but my grades were not improving at all. It was my first time being away from home, away from family. It was a big old shock to me but it's been improving. **

9. Function as a student?

** I try to study ahead if I can, to keep up with all my work, and when exams come up I make outlines of certain things and memorize it and study through and then when questions come up or exams, I know what to put down. **

10. Grades-reflection of true ability?

** No. Sometimes you know the stuff well, but maybe you're under pressure or tension or something that just lags you back and you know they give you a grade for something that you know you really don't deserve it. **

11. Difficult academic areas?

** English--I guess English. I'm very poor in English. **

12. Test scores-reflection of true academic potential?

** No, as my GRE scores were low. When I took the test I felt like the instructions weren't very clear. I didn't know what they wanted. I just marked anything down. **

13. Academic areas easily mastered?

** Social sciences and math. **

14. Course areas need assistance?

** Probably in le cture type classes. I'll probably need help. **

15. Participation in extracurricular activities?

** Yes I have. I've participated in a sorority for medical records during college. **

16. Outstanding projects or papers written?

** Papers for medical records, such as correspondence having to do with the medical records point of view, and psychology you know, research papers. **

17. Health or hospital administration experience?

** Well, I've majored in medical records administration so I've done the whole scope of medical terminology and medical functions within the department. **

18. Involvement in community organizations?

** I don't think I've served in any organizations. **

19. Community service preference?

** Probably something more or less on the clinical health base like outpatient groups, or something having to do with health. **

20. Interest in health or hospital administration?

** Because I'm an American Indian and up till now they didn't have an Indian administrator back home, and they need someone who can really understand the problems, and I feel if they had an Indian administrator from the same tribe that people will have more faith and trust in the hospital. **

21. Clientele preference?

** I would like to work under the Public Health Services with the Indian people. **

22. Leadership experiences?

** Yes I have, during my junior college, the first two years, I've been working in the hospital as assistant supervisor in housekeeping. **

23. Reasons few minorities in health or hospital administration?

** I don't think many people know about it. Nobody tals to them about how important it is. **

24. Reaction to situations where we felt we were not treated as we though we should have been?

** I just take it, and hold it in. **

25. Ability to study or work under pressure?

** I've done it for four years as an undergraduate student. I've met some extenuating circumstances and I've pulled through all of them, so I think I'll be able to cope. **

26. Alternative careers in health?

** Yes, I've though of getting a master's in psychology or sociology or maybe something like social work. **

APPLICATIONS

Wells, Arnold

Williams, Arthur

APPLICATION

1. SSN 426-09-1533 2. NAME Wells, Arnold
Last First Middle Suffix

3. Preferred Mailing Address 5845 Jackson Road Jackson
Street City
Mississippi 39213 Telephone 601-965-1745
State Zip Code Area Code Number

4. Permanent Address Same
Street City
State Zip Code Telephone
Area Code Number

5. Citizenship U.S.
Country
6. Male (X) Female ( ) 7. Age 30

8. Birth Date 11/12/46
Mo. Day Year
9. Birth Place Jackson Mississippi
City County State

10. Marital Status: Single ( ) Married (X) Widowed ( ) Divorced ( ) Separated ( )

11. Number of Children -0-

12. How do you describe yourself: (optional)

( ) Black/Afro-American
( ) American Indian
(X) White/Caucasian
( ) Mexican/American or Chicano
( ) Oriental/Asian-American
( ) Puerto Rican (Mainland)
( ) Puerto Rican (Commonwealth)
( ) Cuban
( ) Other

13. Do you wish to be considered as a minority group applicant? Yes ( ) No (X)

14. Secondary School Jackson H.S. Jackson, Mississippi 1964
Name City State Year of Graduation

15. (A) All Undergraduate Colleges Attended. (List in chronological order)

Institution	Campus/State	Dates	Degree	Major
Milsaps College	Mississippi	1966-68	B.S.	Economics
William Carey College	Mississippi	1964-66	Transferred	

(B) Graduate or Professional School Attended.

Institution	Campus/State	Dates	Degree	Major
Milsaps College	Mississippi	1973-75	MBA	Business Admin.

16. If in graduate school, have you been accepted as a degree candidate? Yes (X) No ( )

17. Have you had any military experience? Yes ( ) No (X) If "yes," complete the following:

Branch of Service

18. Has your education to date been continuous other than for vacation? Yes ( ) No (X)
If "no," or if not now in college, indicate what you have done while out of school or since graduation.

19. In what extracurricular, community and/or avocational activities have you participated while in college or subsequently? (Include offices held)

Member of Shrine, President of a local civic club, and member of an alumni association.

20. Have you been employed during college? Yes ( ) No (X) If "yes," specify type of work, hours, year.

21. Have you been employed since college or graduate school? Yes (X) No ( )

If "yes," specify type of work.
A. Currently:
B. Previously: National Bank of Texas

22. Personal Statement: (optional)

Wells, Arnold

Since high school I have been interested in health care and in recent years I've become aware of the specialized field of hospital administration. Although I am already a candidate for an MBA degree, I think an MHA would provide me with the specialized background that a good hospital needs today. This is why I decided to apply to your program.

Hospitals and other health facilities play an important role in our society and they need to be administered so they may effectively serve all persons who need medical care, regardless of their race or ability to pay. I believe all health facilities have an important mission and I would like to have the opportunity to be trained to be a part of that mission.

23. TRANSCRIPT

SSN. 426-09-1533 Name Wells Arnold

Last First Middle

College	Location	Academic Status	Year	Term	Course Name	Number	Actual Grade A B C	Hours
William Carey	Mississippi	64-	66		Eng Comp	101	F	-
					Eng Comp	102	F	-
					Hist of U.S.	211	D	3
					Hist of U.S.	212	D	3
					Hist of Civ	101	F	-
					The New Souch	Hist	D	3
					Gen Bio	101	B	8
					Survey Old Test	103	D	2
					Intro to Psych	201	C	3
					Hist Anc & Med Philos	202	C	3
					Am Nat'l Gov't	201	C	3
					Coll Algebra & Trig	101	C	3
Milsaps	Mississippi		66	F	Survey New Test	104	C	3
					Stat	207	C	3
					Eng Comp	101	C	3
					Econ Princ	205	D	3
					Elem Acctg	201	C	4
			67	S	Econ Princ	206	C	3
					Eng Comp	102	B	3
					Marketing	309	C	3
					Econ Hist of U.S.	409	C	3
					Elem Acctg	202	B	4
				Su	Princ of Mgt	311	D	3
					Eng Lit	201	C	3
					Eng Lit	202	C	3
					Bus & Finan	315	D	3
				F	Money & Banking	310	C	3
					The Family	425	D	3
					Family Life	312	C	3
					Labor Eco	307	C	3
					Ins	323	B	3
			68	S	Investments	317	D	3
					Business Law	402	D	3
					Personal Hygiene	405	B	3
					Coach Basketball	415	C	3
					Fund Mas Behavior	327	B	3
				Su	Int Eco Analysis	404	C	3
				F	First Aid Safety Ed	207	B	3
					Bus Law	401	C	3
					Dev Eco Thought	403	B	3
					Music	225	C	3
					Public Speaking	306	C	3
		G	73	F	Prod Econ I	501	C	3
					Acctg Pol	503	B	3
			74	S	Fin Mgt	504	A	3
					Prod Eco II	502	B	3

College	Location	Academic Status	Year	Term	Course Name	Number	Actual Grade A B C	Hours
			74	Su	Mgt Pol	420	B	3
				F	Fed Tax Acct	406	B	3
					Adv Prin Mgt	507	A	3
					Market Analysis	505	B	3

24. GPA's and CREDIT HOURS

Academic Status	Hours	GPA
Freshman Sophomore	31	1.90
Junior	44	1.95
Senior	48	2.13
PBUG		
CUM U. Grad	123	2.00
Graduate	24	3.13

SUPPLEMENTARY TOTALS

Sum For Grand Total Hours
(CUM. UG Hours 123
(Grad Hours 24
(Grand Total Hours 147

25. GRE Scores

Test Date Mo.	Test Date Yr.	Verbal Score	Verbal %	Quantitative Score	Quantitative %	Total Score	Total %
12	74	410	24	470	38		

How many times have you taken the _____ test?

If you plan to take MO or retake the _____ enter date

FROM: D. G. Malley 26. Letter A

TO:

CONCERNING: Arnold Wells

This checklist provides an efficient means by which the University admissions office can interpret your evaluation of the candidate. Please check each quality according to your own standards, as observed in each candidate. Check "No Observation" only if you believe you do not know the person well enough in that aspect of personal qualities to offer an appraisal.

Please complete the "Special Remarks" section for each candidate, providing brief, personal evaluations that supplement the checklist and which provide pertinent insights into the candidate's fitness for study and practice in this program.

	1 Excellent	2 Good	3 Average	4 Poor	No Observation
PERSONALITY: Administrative ability, poise, expression ability, manner and appearance		X			
INITIATIVE: Imagination, resourcefulness		X			
WORK HABITS: Energy, application, reliability	X				
CHARACTER: Honesty, ethics	X				
EMOTIONAL STABILITY	X				
APTITUDE: Demonstrated at work or in class		X			
MOTIVATION: Degree of professional seriousness and unselfishness		X			

SPECIAL REMARKS:

Mr. Arnold Wells completed work for a B.S. degree at Milsaps College in May, 1969. His quality point ratio on work completed here was 2.043 and his rank was 394 in a class of 444. After graduation he worked for a banking institution in Texas for several years. He then returned to this state and has been working for the Secretary of State. In August, 1973, he was given provisional admission to the Master of Business Administration Program.

So far he has completed seven courses in this program with a "B" average. His work has improved steadily ever since he entered the program and he has demonstrated that he can do satisfactory work at the master's level.

Mr. Wells has a very pleasing personality and gets along well with other people. He is a man of good moral character and has well above average ability. He seems to be having some difficulty deciding on a career objective.

Recommended highly _____ Recommended X With Reservations _____ Not Recommended _____

DATE 2/75

/S/ D. G. Malley
Assistant Professor

FROM: D. McNeil 26. Letter B

TO:

CONCERNING: Arnold Wells

This checklist provides an efficient means by which the University admissions office can interpret your evaluation of the candidate. Please check each quality according to your own standards, as observed in each candidate. Check "No Observation" only if you believe you do not know the person well enough in that aspect of personal qualities to offer an appraisal.

Please complete the "Special Remarks" section for each candidate, providing brief, personal evaluations that supplement the checklist and which provide pertinent insights into the candidate's fitness for study and practice in this program.

	1 Excellent	2 Good	3 Average	4 Poor	No Observation
PERSONALITY: Administrative ability, poise, expression ability, manner and appearance	X				
INITIATIVE: Imagination, resourcefulness		X			
WORK HABITS: Energy, application, reliability	X				
CHARACTER: Honesty, ethics	X				
EMOTIONAL STABILITY		X			
APTITUDE: Demonstrated at work or in class		X			
MOTIVATION: Degree of professional seriousness and unselfishness		X			

SPECIAL REMARKS:

I have known and have had Mr. Wells in graduate classes for the past two years. I find him very personable and an individual who has numerous friends.

He is a very good student and is very diligent in preparing his assignments and prepares term and other reports utilizing more published research work than most of my students.

I would not hesitate in any way in recommending him for your program in hospital administration.

Recommended highly ____ Recommended X With Reservations ____ Not Recommended ____

DATE 2/75 /S/ D. McNeil

Business & Economis
Milsaps College

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FROM: Bill Williams 26. Letter C

TO:

CONCERNING: Arnold Wells

This checklist provides an efficient means by which the University admissions office can interpret your evaluation of the candidate. Please check each quality according to your own standards, as observed in each candidate. Check "No Observation" only if you believe you do not know the person well enough in that aspect of personal qualities to offer an appraisal.

Please complete the "Special Remarks" section for each candidate, providing brief, personal evaluations that supplement the checklist and which provide pertinent insights into the candidate's fitness for study and practice in this program.

	1 Excellent	2 Good	3 Average	4 Poor	No Observation
PERSONALITY: Administrative ability, poise, expression ability, manner and appearance					X
INITIATIVE: Imagination, resourcefulness					X
WORK HABITS: Energy, application, reliability		X			
CHARACTER: Honesty, ethics					X
EMOTIONAL STABILITY					X
APTITUDE: Demonstrated at work or in class					X
MOTIVATION: Degree of professional seriousness and unselfishness		X			

SPECIAL REMARKS:

In our daily operations we are continually made aware of the need for qualified personnel in the hospital administration field. People that are educated in the area of health care administration enable companies such as ours to function more effectively. For this reason, we are always pleased to see ambitious young men who are interested in the health care field entering a program in Hospital and Health Administration which enjoys the fine reputation that your school has.

It has come to our attention that one such young man in our community, Mr. Arnold Wells, has applied for admission to your school. Mr. Wells, who has a financial background, is currently completing requirements for a Master of Business Administration degree.

We cannot overemphasize the need for well-educated, qualified administrative people in the health care community in our state. The health care industry is appreciative of institutions such as yours which help provide these people.

Recommended highly ____ Recommended _X_ With Reservations ____ Not Recommended ____

DATE 2/75

/S/ Bill Williams
Blue Cross/Blue Shield
Mississippi

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Wells, Arnold

INTERVIEW

1. Family size?

** I'm the oldest of three. I have two younger sisters. **

2. Closeness of your family?

** Very close. **

3. Who provides emotional support?

** Predominantly my mother, but as a close family, we support each other. **

4. Source of financial support?

** I've saved my own money and will be self-supporting, and my wife will be working while I go to school. **

5. Ties and responsibilities towards family?

** Very close ties and we're all responsible for one another. My actions reflect on them and likewise. **

6. Whom do you seek for advice in family?

** My father. **

7. Learning experiences which assisted you?

** Probably the learning experiences in college will be that I didn't lear enough to prepare me for the outside world itself. There's a lot of textbook theory, but the only time you begin to learn is when you have on-the-job training. **

8. Experiences which hindered educational development:

** In looking backwards, the one area that hindered my academic achievement area, was my obsession with earning that almighty dollar. At first I hadn't really intended on going to college, but as time went on I felt it was necessary to have this degree. **

9. Function as a student?

** As far as individual study habits, I've found, especially in graduate school now, that three or four people studying together and comparing notes or other related experiences in that particular course, was the best way for me to study. **

10. Grades-reflection of true ability?

** I hope not. My graduate grades are probably a B+ average and here again I hope that they can be improved. I wouldn't want to work entirely for grades; I'd like to learn something rather than worry about whatever grades might be obtained. **

11. Difficult academic areas?

** Primarily in undergraduate would be English, in the sense of Literature. I just don't like Literature all that well. **

12. Test scores-reflection of true academic potential?

** I hope not. I don't think a standardized test is good. Well, maybe for the people who make it up but I don't think a standardized test truly reflects any one person's intelligence or ability to do one particular job or enter a particular school or whatever the case. **

13. Academic areas easily mastered?

** Accounting, financial and management. Most management oriented courses. **

14. Course areas need assistance?

** Probably so. As I said before, I think my studying is bad with several people. I think four, probably three, would be best, but as far as help with course work, only in that respect. **

15. Participation in extracurricular activities?

** In undergraduate college, yes. During graduate school none, since I've been going to school at night. I have been involved in civic activities such as Shriners (a Masonic Order), a local civic club, and an alumni association. **

16. Outstanding projects or papers written?

** Nothing outstanding. **

17. Health or hospital administration experiences?

** The only basic experience to any hospital or health care organization is when I was back in high school. I did volunteer work for the VA, and this is doing for others what they can't do for themselves. **

18. Involvement in community organizations?

** When I was in Dallas I was with Dallas Big Brothers Association and the Junior Chamber of Commerce. In Jackson, I was president of a local civic club. If church activities are included, I was active in the First Baptist Church in Jackson. I sang for the choir. **

19. Community service preference?

** I don't have one in mind but a service that primarily helps others who can't help themselves. Now, as a Shriner, we focus on efforts for small children or children that have been burned and try to get them to hospitals for treatment. **

20. Interest in health or hospital administration?

** It started back in high school that I thought I wanted to go into medicine. Well, I didn't have the grades in high school and that carried on into collge. I was working and trying to earn dollars and stuff to go on to school and I didn't realize there was an area like hospital administration. **

21. Clientele preference?

** I don't think you can look at a hospital administrator as one who serves a clientele. He serves people regardless of where they're from and who they are. People don't come to a hospital to be served; they come to be cured and helped. **

22. Leadership experiences?

** I've held some class positions in high school and college and I've held some civic positions. As a sergeant in the military I have my own squad. **

23. Reasons few minorities in health or hospital administration?

** I don't think women are minority groups. They may be if you want to look at it that way. Health administration requires a special type of individual, personality-wise, one that doesn't have a high boredom point. I can't answer your question why I think there'd be a very few people in there--it should be open to anyone that could qualify. **

24. Reaction to situations where we felt we were not treated as we thought we should have been?

** Unless you get the power to do something about it, my belief is to let well enough a ... Well, let a sleeping dog lie. I might be a little bit too easygoing at times, but there's no reason to do something wrong or to hurt somebody else because they insulted or do something wrong to you. **

25. Ability to study or work under pressure?

** On a scale of 10, probably about 8. When I get to about 9, I'm going to begin to boil. I've got a low boiling point. I don't think any person will truthfully say they don't have trouble working under pressure. **

26. Alternative careers in health?

** Yes. Other than hospital administration, I would be interested in managing clinics comprised of three or more physicians. **

APPLICATION

1. SSN 462-87-6714

2. NAME Williams, Arthur
Last First Middle Suffix

3. Preferred Mailing Address 900 Tomahawk Trail (Street) Kellerville (City)
Texas (State) 79049 (Zip Code) Telephone 512-999-8728 (Area Code Number)

4. Permanent Address Same (Street) (City)
(State) (Zip Code) Telephone (Area Code Number)

5. Citizenship U.S. (Country)

6. Male (X) Female ( )

7. Age 28

8. Birth Date 5/7/48 (Mo. Day Year)

9. Birth Place Houston (City) (County) Texas (State)

10. Marital Status: Single ( ) Married (X) Widowed ( ) Divorced ( ) Separated ( )

11. Number of Children -0-

12. How do you describe yourself: (optional)

( ) Black/Afro-American
( ) American Indian
(X) White/Caucasian
( ) Mexican/American or Chicano
( ) Oriental/Asian-American
( ) Puerto Rican (Mainland)
( ) Puerto Rican (Commonwealth)
( ) Cuban
( ) Other

13. Do you wish to be considered as a minority group applicant? Yes ( ) No (X)

14. Secondary School Rush High School (Name) Baytown (City) Texas (State) 1965 (Year of Graduation)

15. (A) All Undergraduate Colleges Attended. (List in chronological order)

Institution	Campus/State	Dates	Degree	Major
East Texas State Univ.	Commerce, Texas	1974-75	Non-degree	Allied Health
Southern Methodist Univ.	Dallas, Texas	1967-68	B.A.	Music
Del Mar College	Corpus Christi, Tex.	1965-67	Non-degree	Music

(B) Graduate or Professional School Attended.

Institution	Campus/State	Dates	Degree	Major

16. If in graduate school, have you been accepted as a degree candidate? Yes ( ) No ( )

17. Have you had any military experience? Yes (X) No ( ) If "yes," complete the following:

Branch of Service U.S. Army

18. Has your education to date been continuous other than for vacation? Yes ( ) No (X)
If "no," or if not now in college, indicate what you have done while out of school or since graduation.

Service in the Army Medical Corps; worked in radiology; and studied in the Allied Health Management Program, East Texas State University.

19. In what extracurricular, community and/or avocational activities have you participated while in college or subsequently? (Include offices held)

20. Have you been employed during college? Yes ( ) No (X) If "yes," specify type of work, hours, year.

21. Have you been employed since college or graduate school? Yes (X) No ( )

If "yes," specify type of work.

A. Currently: Registered Radiologic Tech.

B. Previously: U.S. Army - Medical Corps.

22. Personal Statement: (optional) Williams, Arthur

Although my undergraduate background is in music, I have become deeply committed to a career in health administration. After receiving my bachelor's degree I was drafted into the U.S. Army where I received training as an X-ray technician. While in the Medical Corps I had an opportunity to serve in an administrative capacity at a base clinic, and it was through this experience that I became interested in health administration.

In order to function effectively as an administrator, I believe it is necessary to receive specific educational training in the field. Since leaving the Army, I have sought to prepare myself educationally for this career. I would like to enter your program in health administration because I believe it would provide me with the sound educational background necessary to achieve this goal.

23. TRANSCRIPT

SSN 462-87-6714 Name Williams Arthur
Last First Middle

College	Location	Academic Status	Year	Term	Course Name	Number	Actual Grade A B C	Hours
Del Mar	Corpus Christi, Texas		65	F	German	612	B	3
					Western Civ	308	C	3
					Eng Comp	301	A	3
					Mod Algebra	304	C	3
			66	S	Bio Gen	805	D	3
					Western Civ	309	C	3
					German	612	C	3
				Su	Eng Comp	303	C	3
				F	Music		A	1
					Speech, Acting	301	A	3
					U.S. History to 1865	615	D	3
					Zoology	401	D	3
					Nat'l & State Gov't	313	B	3
			67	S	Music	109	A	1
					Play Prod	302	B	3
					Nat'l & State Gov't	314	C	3
					Voice	102	A	1
				Su	Eng Lit to 1784	311	C	3
				F	Voice	102	A	1
					Voice	298	A	1
					Eng Am Lit	315	B	3
Southern Methodist Univ.,	Dallas, Texas	67-	68		Basic Musician	805	A	4
					Old Testament	301	D	3
					Voice	311	B	3
					Piano	211	B	2
					Brasses	106	A	1
					Strings	107	B	1
					Adolesc Dev	324	C	3
					Basic Mus	805	B	4
					Woodwinds	108	B	1
					Opera	324	A	3
					Voice	312	A	3
					Piano	212	B	2
					Acting	210	P	-
					Music - Sec Sch	320	C	3
					Opera Workshop	101	P	-
					Keyboard	114	C	3
					Piano	211	P	-
					Basic Music	318	C	3
					Voice	312	B	3
					Hist & Lit	340	C	3
					Learning Proc	322	P	-
					Choir	101	P	-
					Keyboard	114	C	3
					Piano	222	P	-
					Choral Cond	246	C	2

College	Location	Academic Status	Year	Term	Course Name	Number	Actual Grade A B C	Hours
		67-	68		Voice	322	A	3
					Hist & Lit	340	F	3
					Musicianship	319	F	3
					Shakespeare	372	C	3
					Piano	221	F	3
					Voice	331	C	3
					Church Music	336	C	3
					Wagner	337	A	3
					Contemp Eco Prob	301	F	3
					Effective Writing	333	C	3
					Piano	331	F	3
					Voice	231	F	3
					Early Christianity	302	F	3
					Princ of Soc	301	D	3
					Contemp Eco Princ	301	B	3
					Choir	101	B	1
					Voice	332	B	3
					Music Hist	340	D	3
					Early Christianity	302	C	3
East Texas State Univ.,			74		Sem in AHS	310	A	3
	Commerce, Texas				Dept Admn	314	A	3
					Role Inst HC	320	A	3
					Med Jurisprudence	317	B	3
			75		Applied Stat	537	B	3
					Business Finance	531	B	3

24. GPA's and CREDIT HOURS

Academic Status	Hours	GPA
Freshman	24	2.25
Sophomore	29	2.66
Junior	45	2.69
Senior	59	1.54
BUG	18	3.5
CUM U. Grad	175	2.32
Graduate		

SUPPLEMENTARY TOTALS

Sum For Grand Total Hours		
	(CUM. UG Hours	175
	(Grad Hours	
	(Grand Total Hours	175

25. GRE Scores

Test Date		Verbal		Quantitative		Total	
Mo.	Yr.	Score	%	Score	%	Score	%
10	74	640	85	590	70		

How many times have you taken the ______ test?
6

If you plan to take or retake the ______ enter date MO

FROM: Ted Kline 26. Letter A

TO:

CONCERNING: Arhur Williams

This checklist provides an efficient means by which the University admissions office can interpret your evaluation of the candidate. Please check each quality according to your own standards, as observed in each candidate. Check "No Observation" only if you believe you do not know the person well enough in that aspect of personal qualities to offer an appraisal.

Please complete the "Special Remarks" section for each candidate, providing brief, personal evaluations that supplement the checklist and which provide pertinent insights into the candidate's fitness for study and practice in this program.

	1 Excellent	2 Good	3 Average	4 Poor	No Observation
PERSONALITY: Administrative ability, poise, expression ability, manner and appearance		X			
INITIATIVE: Imagination, resourcefulness		X			
WORK HABITS: Energy, application, reliability		X			
CHARACTER: Honesty, ethics		X			
EMOTIONAL STABILITY		X			
APTITUDE: Demonstrated at work or in class		X			
MOTIVATION: Degree of professional seriousness and unselfishness		X			

SPECIAL REMARKS:

I am writing this letter on behalf of Mr. Arthur Williams who is applying for admission to the Health Care Administration program beginning June of 1975.

In my conversations with Mr. Williams he has expressed a strong desire to pursue the field of health care administration as a career. His desire is evidenced by the fact that he has and continues to pursue academic courses to meet the necessary prerequisites for admission into the program. He is currently enrolled in the Allied Health Management program at East Texas State University.

I feel Mr. Williams would be an asset to the health care field and recommend him for admission to the program.

Recommended highly _____ Recommended X_____ With Reservations _____ Not Recommended _____

DATE 2/75

/S/ Ted Kline , Associate Administrator
Bexar County Hospital District

FROM: Brad McGovern, M.D. 26. Letter B

TO:

CONCERNING: Arthur Williams

This checklist provides an efficient means by which the University admissions office can interpret your evaluation of the candidate. Please check each quality according to your own standards, as observed in each candidate. Check "No Observation" only if you believe you do not know the person well enough in that aspect of personal qualities to offer an appraisal.

Please complete the "Special Remarks" section for each candidate, providing brief, personal evaluations that supplement the checklist and which provide pertinent insights into the candidate's fitness for study and practice in this program.

	1 Excellent	2 Good	3 Average	4 Poor	No Observation
PERSONALITY: Administrative ability, poise, expression ability, manner and appearance	X				
INITIATIVE: Imagination, resourcefulness		X			
WORK HABITS: Energy, application, reliability	X				
CHARACTER: Honesty, ethics	X				
EMOTIONAL STABILITY		X			
APTITUDE: Demonstrated at work or in class	X				
MOTIVATION: Degree of professional seriousness and unselfishness		X			

SPECIAL REMARKS:

I have had the pleasure of knowing Mr. Williams for approximately nine months while he served as a radiologic technologist at Fort Ord, California. I have found him to be a very intelligent man of high personal integrity.

In his capacity as a radiologic technologist he consistently performed his duties in an outstanding fashion and was most knowledgeable in all aspects of his profession. In his capacity as supervisor he showed that he could deal with his subordinates as well as his superiors in a most outstanding manner.

He has consistently added to his already considerable achievements by attending Army courses and night school at the local community college.

I highly recommend Mr. Williams and feel he would be an asset to any institution. I am sure that Mr. Williams will succeed in any endeavor he might undertake.

Recommended highly X Recommended ____ With Reservations ____ Not Recommended ____

DATE 2/75

/S/ Bradford McGovern, M.D.
Major, USAMC

FROM: Brian Ross 26. Letter C

TO:

CONCERNING: Arthur Williams

This checklist provides an efficient means by which the University admissions office can interpret your evaluation of the candidate. Please check each quality according to your own standards, as observed in each candidate. Check "No Observation" only if you believe you do not know the person well enough in that aspect of personal qualities to offer an appraisal.

Please complete the "Special Remarks" section for each candidate, providing brief, personal evaluations that supplement the checklist and which provide pertinent insights into the candidate's fitness for study and practice in this program.

	1 Excellent	2 Good	3 Average	4 Poor	No Observation
PERSONALITY: Administrative ability, poise, expression ability, manner and appearance		X			
INITIATIVE: Imagination, resourcefulness	X				
WORK HABITS: Energy, application, reliability		X			
CHARACTER: Honesty, ethics	X				
EMOTIONAL STABILITY		X			
APTITUDE: Demonstrated at work or in class	X				
MOTIVATION: Degree of professional seriousness and unselfishness		X			

SPECIAL REMARKS:

I have had the opportunity to review Mr. Williams' educational and work experience background and I believe that he is extremely well prepared to undertake the graduate course program in Health Care Administration. He has an excellent understanding of the departmental operations of a hospital as a result of his employment as a registered radiologic technician. In addition, he has successfully completed basic courses in administration which will provide the underlying knowledge necessary to permit him to move into the advanced instruction in your program.

Mr. Williams is a mature person and undoubtedly has had ample opportunity to ascertain that he wishes to pursue a career in health care administration. He has a very pleasing personality and appears to be well accepted by his peers. I have found him to be a sincere, motivated student.

Please accept this letter as my endorsement of Mr. Williams' application to your program in Health Care Administration.

Recommended highly X Recommended ____ With Reservations ____ Not Recommended ____

DATE 2/75

/S/ Brian Ross, Associate Professor

East Texas State University

Williams, Arthur

INTERVIEW

1. Family size?

** I have two sisters and I'm the second eldest. **

2. Closeness of your family?

** Yes. **

3. Who provides emotional support?

** My father. **

4. Source of financial support?

** Myself. **

5. Ties and responsiblities towards family?

** Only subjective emotional ones. **

6. Whom do you seek for advice in family?

** My wife. **

7. Learning experiences which assisted you?

** Yes, my academic advisor was a person for whom I had immense respect and he influenced my life probably more than anyone else, professionally that is. **

8. Experiences which hindered educational development?

** I went through a period of a year and a half where I was just an awful student, because of growing up pressure, really. **

9. Function as a student?

** Hustle makes up for lack of consistent discipline. **

10. Grades-reflection of true ability?

**Over the long term you mean--or over the last two years? Over the long term they did not but over the last two years they do. **

11. Difficult academic areas?

** Finance. **

12. Test scores-reflection of true academic potential?

** Yes. **

13. Academic areas easily mastered?

** Law, statistics, general verbal ability. **

14. Course areas need assistance?

** Finance. **

15. Participation in extracurricular activities?

** Yes. **

16. Outstanding projects or papers written?

** I did a series of papers as an undergraduate--not in this field but in the field of musicology--which I think were good for an undergraduate student. My writing experience since that time has been very limited. **

17. Health or hospital administration experiences?

** When I was in the Army I was drafted and entered the medical corps, trained as an X-ray technician and functioned in that area for a year. The next year and one-half I was placed in a responsible position for the administration of a clinic on a daily basis. I also functioned in a similar position here for 9-10 months after that before I started this program. **

18. Involvement in community organizations?

** None. **

19. Community service preference?

** School policy making, things like school work. Things like cultural activities. **

20. Interest in health or hospital administration?

** Because I've found I have an aptitude for administration. I was exposed to a few people who were working in hospital administration and was influenced by them to seek it out a little further, find out what is really help for me, and became interested. **

21. Clientele preference?

** Well, I can't say at this point. I'd like to have a balance of experience from which to choose. I've never worked in a proprietary hospital but I'd like to have some experience in that realm too before I decide. **

22. Leadership experiences?

** Yes. **

23. Reasons few minorities in health or hospital administration?

** Lack of opportunity to progress other than in purely academic means, and those are not really available because there's a limited number of schools for that purpose. **

24. Reaction to situations where we felt we were not treated as we thought we should have been?

** Indignantly. **

25. Ability to study or work under pressure?

** Pretty great, because of commitment. **

26. Alternative careers in health?

** Yes, as an X-ray technician. **

DO NOT BREAK SEAL UNTIL INSTRUCTED

SUMMARY COMMENTS ON CASES

For each candidate you served as an advocate insert a rating for each indicator, using the following scale:

Strength = 2; Neutral = 1; Weakness = 0

	Applicant's Name		Applicant's Name	
Indicator	Comment	Rating	Comment	Rating
Background				
UG Education Area				
Academic Ability				
Admission Test				
Self-Assurance				
Emotional Maturity				
Family Support				
Work Experience				
Breadth of Interest				
Letters of Recommendation				
Admission Outcome				

COMMENTS ON HUNCHES

The hunches listed on page 196 of the workbook have been proposed as significant variables to be considered in admissions. Your comments will be helpful in refining the material to be presented in the future. If you think of other variables please add them and indicate your agreement or disagreement with statements, using the scheme described below.

Scale (Agree = 2; Neutral = 1; Disagree = 0)

A. Background

1. Role of women ______________
2. Age __________
3. Marital status of women ______________
4a. Minority admissions ____________
 b. Ability to handle racism ______________
 c. Minority applicants' greater range of variability _____________
 d. Militant minorities ______________

B. Undergraduate Concentration

1. Importance of undergraduate major ______________

C. Academic Ability & Admission Test Score

1a. Scholastic ability ______________
 b. Liberal arts students ____________
2a. High achievement by tough schedule or improving trend in grades _________
 b. Overachievers __________
 c. Aptitude and achievement __________
 d. Recognition of weaknesses __________

D. Self-Assurance

1a. Self-assurance necessary __________
 b. Leadership __________
 c. Positive self-image __________

E. Emotional Maturity

1a. Sense of humor __________
 b. Emotional stability __________
 c. Get along with people __________
 d. Narrow or conservative __________

F. Family Support

1a. Family ties __________
 b. Family support systems __________

G. Work Experience

1a. Health professional training background __________
b. Experience in management __________
c. Health-related experience __________
d. Demonstration of scientific interest __________
e. Political experience __________
f. Rural/Innercity experience __________

H. Breadth of Interest

1. Demonstration of motivation __________

I. Letters of Recommendation

1a. Tend to be undiscriminating __________
b. Useful in identifying work style __________
c. Avoid those which tend to be partial __________
d. Interest in hard work __________

J. Admission Outcome

1a. Rejection from competitive program __________
b. Influence of strong individuals in an admission committee __________
c. Applicants penalized for not selling themselves __________
d. Financial gains for entering field __________
e. Role of extracurricular activities __________

Some Hunches about Health Administration Admission Criteria. *

A. Background
   1. There is a new role developing for women in health administration. Therefore, more women are needed for this profession. Women applicants tend to be brighter (because few dare to apply) and selective about their choice of program.

   2. Age is not a serious barrier. However, an applicant should not be too young and inexperienced (i.e., early twenties), nor too old to be able to contribute to the profession (e.g., late forties).

   3. Marriage is not a barrier for the admission of women.

   4. a. There is a need to admit more minorities into health administration.
      b. A minority applicant must be able to accept his/her own racial identity, and to recognize and handle racism in different forms and place.
      c. Minority applicants tend to have a greater range of variability than regular applicants.
      d. Minorities who appear militant may get rejected.

B. Undergraduate Concentration
   1. An applicant who has already had an undergraduate degree in health administration should not be encouraged to proceed into a graduate health administration program. It would be better to broaden one's background. Conversely, preference should be given to applicants with useful complementary undergraduate backgrounds such as epidemiology, financial management.

C. Academic Ability and Admission Test Scores
   1. a. Above average scholastic ability is needed to cope with a health administration program. This means a GPA of better than 2.5, especially in the liberal arts and business administration areas, and a GRE of 600 or above, especially in the Quantitative section.

      b. Liberal arts graduates are brighter.

   2. a. Applicants who have not earned high achievement scores should show promise of high achievement either via capability for having managed a tough schedule of undergraduate course work, or via an improving trend in grades earned (late bloomers).
      b. Overachievers made good administrators.
      c. A congruence between aptitude and achievement assumes scholastic success in health administration school.
      d. Applicants should be able to recognize their own weaknesses and not underestimate them in planning for remedial work.

D. Self-Assurance
   1. a. An administrator needs to be self-assured. Applicants with unnecessary risk-aversiveness are not worth considering for health administration schools.
      b. There must be a willingness to lead.
      c. An applicant needs a positive self-image, including his/her personal appearance.

E. Emotional Maturity
   1. a. An administrator needs a sense of humor to tide him/her over the rough spots in life.

b. Emotional stability is evident in the manner in which an individual handles life. One who displays his/her list of tragedies as a ploy for sympathy shows bad judgment and is likely to be a bad risk.
c. A good administrator is one who is able to get along with people.
d. A good administrator should not be too narrow/conservative/different.

F. Family Support
1. a. Family ties are useful for a student's adjustment to a health administration school.
    b. Professional tensions are easier to handle when there are good family support systems.

G. Work Experience
1. a. There may actually be a bias away from persons with professional training in another health area. One wonders why a health professional switches from one health career to another.
    b. Applicants who have had some real-life experience, particularly in an organizational setting, are desirable. It should not be mere sales work.
    c. Experience in areas related to health (different from actually holding another health profession/career) is useful, especially hospital based.
    d. An important aspect of previous experience is the demonstration of scientific interest. The mere handling of bedpans is not good enough.
    e. Some political experiences, e.g., work with Ralph Nader, may draw negative reactions from some health administration personnel. Other experiences may do the opposite.
    f. Rural or inner-city background is useful but not at the expense of quality/promise.

H. Breath of Interest
1. Applicants should be able to demonstrate motivation and career integration. There must be articulated planfulness, even a recognition of wrong paths taken.

I. Letters of Recommendation
1. a. Letters of recommendation tend to be un-discriminating. A good letter provides specifics and does not exaggerate praise.
    b. Letters can be useful in identifying specific ways in which the candidate's social commitment and work style have been demonstrated. Anecdotal references help.
    c. Avoid letters from persons obviously partial and biased to you. Shows bad judgment.
    d. There is an interest in the hard worker who follows through on his responsibilities.

J. Admission Outcome
1. a. An application may get rejected because he has only applied to the very competitive/quality programs.
    b. Some rejections may be spurious and due to strong individuals in the particular admission committee.
    c. Some good applicants are rejected because they just don't know how to sell themselves at the interview or they say too much.
    d. Students who express financial ambition are realistic and desirable so long as they utilize proper means. Avarice must be kept personal.
    e. Participation in extra-curricular activities is a good indicator of team functioning and leadership. Check quality of participation, howev

* Assembled by Ayres D'Costa from conversations with Mike Enright.

EVALUATION OF SIMULATED ADMISSIONS EXERCISE

Date ______________________________

Name ______________________________

Institution ______________________________

DIRECTIONS: Circle one response for each Item listed below.

1. Rate the Exercise's Structure

	Yes	Neutral	No
a. Were Conference leaders prepared?	___	________	__
b. Were the Workbook materials adequate?	___	________	__
c. Was the pace of the exercise reasonable?	___	________	__
d. Were the cases realistic?	___	________	__

2. How interesting did you find the Simulated Admissions exercise?

No interest________________Average________________Very interesting

1 2 3 4 5 6 7 8 9 10

3. How much practical value will it have for you in the future?

None________________Average________________Very much

1 2 3 4 5 6 7 8 9 10

4. How do you value the learning experience from this exercise?

No value________________Average________________Very valuable

1 2 3 4 5 6 7 8 9 10

5. Comments ____

____

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